



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

PROGRAM RESULTS:AN OUTCOME-BASED EVALUATION (PROBE)
INDIANA DEPARTMENT OF EDUCATION RESPONSE

June 2007



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

June 1, 2007

At the request of the Indiana General Assembly, the Governor's Office of Management and Budget developed an instrument called Program Results: an Outcome-Based Evaluation (PROBE) to evaluate the effectiveness, efficiencies and outcomes of state programs and services. Though the Indiana Department of Education (IDOE) is outside the authority of the executive branch, we recognized this as an important opportunity to take a critical outside look at what we do and how we do it. As a result, we voluntarily submitted to a PROBE review of all relevant state and federal programs administered by the agency.

Historically, a state agency's effectiveness was gauged by the extent to which the programs it managed complied with state and federal requirements. We welcome this opportunity to transition to a more outcome-based approach that will focus our agency's efforts, create consistent measures across all programs, clearly demonstrate which programs and initiatives are proving successful and support us in setting ambitious long-term goals for continuous improvement. In that respect, the PROBE process complements a number of initiatives currently underway at our Department, including:

- **Strategic Planning Initiative** – Adopted in October 2006, this agency-wide plan contains more than 70 recommendations designed to focus our mission, efforts and resources to better support students and local schools. Among the plan's key actions is the pending creation of an "Office of Best Practices" dedicated to providing "think tank" support on critical issues, analyzing promising practices and identifying resources to support state initiatives and local pilot programs.
- **Balanced Scorecard** – Our State Board of Education is using the "balanced scorecard" process developed by the Harvard School of Business to translate vision and strategy into measurable results that contribute to a comprehensive view of performance.
- **Enhanced Data Management & Reporting** – The IDOE is working to create a centralized "data warehouse" system that will provide on-demand access, improved reporting and better analysis of the K-12 data presently collected. The resulting system will assist schools in reviewing local policies, implementing best practices and examining academic progress while providing state policymakers a fuller understanding of educational programs' success rates in raising student achievement.
- **Streamlined School Improvement Plans** – Recognizing that several divisions within IDOE are required to collect similar information from schools for improvement planning purposes, our staff are developing a single, comprehensive planning model that will eliminate duplication and result in more inclusive and focused local improvement efforts.
- **Uniform Program Evaluation Tool** – To ensure the best return on investment, IDOE is establishing a consistent system for capturing feedback and evaluating the effectiveness of professional development opportunities, technical assistance efforts and other programs overseen by our agency.

As evidenced by these and other ongoing efforts, we remain committed to constructive change that furthers our mission to better support schools in offering Indiana students the best education possible. We look forward to considering the PROBE recommendations with that ever-present goal in mind.

Sincerely,

Dr. Suellen Reed
Superintendent of Public Instruction



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AN OUTCOME-BASED EVALUATION (PROBE)**

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Agency: Department of Education
Division: Assessment, Research, and Information Technology
Program Name: Accreditation, Assistance, and Awards
Program Fund Center: 1000/108650 and 1000/121170

SECTION I — PROGRAM PURPOSE AND DESIGN (QUESTION 3)

Our Division has a long-standing partnership with the other main school accrediting agencies such as NCA. We work collaboratively to ensure that requirements for the state and NCA are aligned. Our state accreditation system is clearly defined in law and incorporates legal standards and state accountability requirements that go beyond the requirements of other private organizations.

SECTION II — PROGRAM PLANNING (QUESTION 1-4)

The law states that all public schools must be accredited and that non-public schools may choose to be accredited. Our task then becomes one of monitoring schools to ensure the public that all laws involving areas such as teacher and administrative licensure, health and safety requirements, student assessment, data reporting, school improvement planning, instructional time requirements, curriculum standards, and special education requirements have been met. Schools are divided into three groups and go through the accreditation process every three years. We provide assistance throughout the year to schools and then verify compliance with all legal standard areas. Schools receive either Full, Provisional or Probationary accreditation based on compliance with all legal standards and student achievement. A list of schools with identified accreditation levels are presented to the Indiana State Board of Education.

If the performance measures for accreditation are linked to the success of schools meeting the standards needed for accreditation, then these measures are well defined in state law and communicated to the public through an extensive collection of information presented on the web. If the division has presented to the public a true and accurate picture of the success of all accredited schools in meeting the standards identified in law for state accreditation, then performance goals have been met.

If the purpose of the program moves beyond compliance with requirements to assuring the public that all schools meet AYP by 2014 as defined by NCLB and receive an “Exemplary” category placement within our state accountability system, then the reliability and validity of any measure that would connect the divisions work directly to the academic success of students within a school is in question. The division constantly evaluates its efforts and adjusts its work based on qualitative and quantitative data. Research shows that the farther away you are from the source (students), the less effect you have on results. To measure the success of the division based exclusively on student achievement scores would be invalid.

SECTION III — PROGRAM MANAGEMENT (QUESTIONS 1 AND 2)

Legal standard information is collected from sources in and outside the Department throughout the year. Verification of compliance is communicated to schools through memos, reports and web-based presentations. Professional development funding is defined in law. Schools must apply for funds by completing an application that asks schools to choose activities that meet the core principles of professional development. A summary of expenditures at the end of the school year is required of all schools that receive funds. School improvement plans are reviewed and revised locally and the changes are submitted to the division for review. The review of this information helps us to identify statewide concerns and provides valuable data in the development of workshops and technical assistance efforts that are provided to schools throughout the year.

Agency: Department of Education
Division: Division of Adult Education
Program Name: Adult Education
Program Fund Center: 6000/170100, 6000/174100, and 1000/109260

SUMMARY

Two separate reviews of adult education by federal and state Offices of Management and Budget show different results of the same accountability system. The federal PART (Program Assessment and Review Tool) in February 2007 concluded nationally that adult education is “effective.” While federal legislation provides much of the framework for the state system, the state PROBE (Program Results: Outcome-Based Evaluation) rated Indiana’s adult education program as “results not measured.” The state performed better than national averages in educational gain, high school completion, postsecondary education, and job retention.

Selected questions and findings from PROBE follow with responses.

Question: *Is the program purpose clear?*

It is not clear why 16 and 17 year olds fall under this program nor whether the primary objective is earning diplomas or employment.

Score 0%

Response: The program purpose is from the Workforce Investment Act, Title II, Adult Education and Family Literacy Act (AEFLA). Legislation requires that Indiana serve out of school individuals 16 and older who lack basic skills. State legislation addresses the basic skills through high school skills or credential aspect of the federal statute.

The Achieve, Inc., and Jobs for the Future report (Moving Indiana Forward: High Standards and High Graduation Rates, November 2006) said adult education can “fill the programming gap for youth under 18 who left school.” PART said adult education is more successful in providing “second chance” educational opportunities to out-of-school youth than other federal programs.

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local, or private efforts?*

Aside from regular secondary schools, DOE also has an alternative education program. Department of Workforce Development (DWD) administers job training programs.

Score 0%

Response: An “eligible adult” is defined at 51 IAC 11-2-4 as a student officially *withdrawn* from a K-12 program who lacks a high school diploma. The majority of alternative education students are still *enrolled* in school. Employment is a federal performance measure for adult education programs serving out of school students over the age of 16. DWD and adult education are both authorized under separate titles under the Workforce Investment Act and have some common performance measures. While DWD may have some similar programs, it does not offer the range of services to all eligible adults under state and federal adult education legislation.

Question: *Have specific long-term, results-based performance measures that are linked to the program purpose been established?*

Federal program requires 15 measures ranging from year-to-year academic progress, employment to post-secondary training. However, these measures are not long-term in nature.

Score 0%

Response: The U.S. Department of Education, Office of Vocational and Adult Education recently set ambitious targets through 2015. While states have been required to set annual performance measures, Indiana will extend targets for long-term performance measures through 2015 and track progress. We are open to discussing other appropriate measures.

Question: *Does the program collaborate and coordinate effectively with related programs? Coordinate effectively with numerous community agencies, libraries, Ivy Tech, and Family and Social Services Administration. Collaboration with DWD could be improved.*

Score 0%

Response: While the PROBE cites evidence that the program coordinates with numerous programs at the local and state level but could improve coordination with DWD, it is not clear why no points were awarded. Local adult education programs coordinate services and hold classes or co-locate with local WorkOne offices. The Division of Adult Education will work to collaborate more with DWD. The Division supports the report by the Indiana Institute for Working Families (Investing in Indiana's Working Families to Build a 21st Century Economy, February 2007), which said "it's critical that all stakeholders work in concert to identify specific strategies and goals for improving the system (for educating and training adult workers)."

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals? Met or exceeded federal goals for past six years. Unclear whether we are moving the needle on number of Hoosiers lacking basic literacy skills.*

Score 0%

Response: To measure program success, a participant must advance the equivalent of two or more grade levels on a standardized assessment in order to be reported as having made a learning gain. In 2006, 50 percent of the students advanced at least one educational level after 50 hours of instruction; the U.S. average was 38 percent. Indiana was ranked 13th nationally in enrollment with 42,493 students.

The number of individuals in this state lacking basic literacy skills is great, and the adult education community is committed to continuing to improve program performance and helping more Hoosiers become self-sufficient.

Recommendation: (Operational) - Adult Education

Increase collaboration on adult education between the Department of Education (DOE) and the Department of Workforce Development (DWD) as both agencies have similar programs which serve the same target audience.

Response: More collaboration is needed at the state level with our workforce education efforts. The Indiana Institute for Working Families in their report issued in February 2006 also recommended that DWD and DOE adult education collaborate and coordinate efforts. The Division of Adult Education is committed to participating with efforts of the Indiana Institute for Working Families and through other means to collaborate with DWD.

Recommendation: (Operational) – Adult Education

Encourage those under 18 to pursue schooling through the alternative education program so that adult education funds are utilized for adults. Indiana has a high percentage of adult education program participants who are 16 and 17 years old.

Response: With the enactment of IC 20-33-2-9, the number of 16 and 17 year old dropouts should significantly decrease.

An “eligible adult” is defined at 511 IAC 11-2-4 as a student officially *withdrawn* from a K-12 program who lacks a high school diploma. The majority of alternative education students are still *enrolled* in school. The Divisions of Adult Education and Educational Options are committed to increasing collaboration and planning efforts.

Agency: Department of Education
Division: Center for School Improvement
Program Name: Advanced Placement
Program Fund Center: 1000/217400

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: The PROBE response seems to indicate that only reason for taking Advanced Placement (AP) is to receive college credit. While that is certainly an important aspect of participation in AP, it is not the only reason and should not be construed as duplicative when referring to test out and early college programs. Other reasons for participation include:

- Improving writing and problem-solving techniques
- Developing study habits necessary for tackling rigorous course work
- Exploring the world from a variety of perspectives
- Studying subjects in greater depth and detail
- Assuming responsibility for one's own learning

The comment regarding the Federal subsidy for the cost of AP test for low income students seems to indicate some redundancy in the state supported program. The State of Indiana had 743 AP exams qualify for the low income subsidy last year. The Federal grant for this school year is \$56,000. In the staff's opinion this is not redundant because our state funds only pay for Mathematics and Science exams. The federal grant pays for all curriculum areas except those for which our state assumes the cost.

PROBE cites as a potential design flaw the fact that the State incurs cost regardless of how students perform. It is a concern that Indiana's scores are lower than desired and expected and may indicate a need for more training for teachers.

SECTION II — PROGRAM PLANNING

Question: *Does the program have ambitious targets and timeframes for its long term measures that reasonably compare with peer group activities?*

Response: The Indiana Department of Education has identified goals of eliminating students scoring "1" and a goal of having 70% reach scoring of three and above. The quality of instruction and low appropriation levels that have not allowed necessary teacher training have hindered progress toward these goals. Increased funding for teacher training is critical to accomplishing these goals. A bill has been introduced in the 2007 General Assembly that would ensure money for teacher training. Another action that may help Indiana reach its goals is that College Board is beginning a new monitoring effort to examine course syllabi for its 37 courses. Advanced Placement is a specific curriculum on which each test is constructed.

SECTION III — PROGRAM MANAGEMENT

Question: *Does the agency regularly collect timely and credible performance information, including information from key partners, and use it to manage the program and improve performance?*

Response: The agency has ongoing communication regarding the fiscal aspects of the contract with College Board. The Department communicates with schools on a routine basis in order to execute the program in accordance with the contract. College Board provides very detailed data about the tests that are administered. It reports the number of test takers, and in what subject they are tested, and the scores for each subject for every high school. College Board also aggregates the scores for the state. It further reports on the low income student results.

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency, and performance results?*

Response: The General Assembly designated specifically in IC 20-36-3 that its support was for Advanced Placement tests for courses in mathematics and science. College Board is the sole creator and administrator of the Advanced Placement program. It is a sole source vendor, subject to Most Favored Nations Pricing; therefore, it is impossible to hold the unit costs to no increase.

Agency: Department of Education
Division: Assessment and Remediation
Program Name: Assessment and Remediation
Program Fund Center: 6000/103000, 1000/100790, and 1000/107090

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: Probe is incorrect, calls ISTEP a “norm-referenced” test, it is NOT. ISTEP+ is the only test used for state required student assessment, and the ONLY test used for federal (NCLB) and state (PL 221) accountability. The ISTEP+ program meets requirements for No Child Left Behind and PL 221 and serves as a state accountability assessment all in one.

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*

Response: Probe is incorrect, ISTEP+ is free of design flaws, it includes specific documents (Examiner’s Manuals & Test Coordinator’s Manuals) to ensure proper and accurate administration. ISTEP+ Pretest Workshops provide training for Corporation Test Coordinators and School Test Coordinators in the specifics of test administration and the logistics associated with the state testing program.

SECTION II — PROGRAM PLANNING

Question: *Have specific long-term, results-based performance measures that are linked to the program purpose been established?*

Response: ISTEP+ is required to meet all APA/AERA/NCME standards for reliability and validity every single year. We do assess more than 99% of the eligible population each year. The purpose of ISTEP+ is to measure student achievement on Indiana’s Academic Content Standards. DOE staff members ensure the items on ISTEP+ assess the Standards. Results of ISTEP+ provide students, parents, teachers, and administrators with information regarding student progress in mastering the Standards.

Question: *Does the program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?*

Response: By school year 2013-2014, all Indiana students are expected to be proficient in terms of mastery on the Indiana Academic Content Standards (pass ISTEP+ in English/language Arts and math).

Question: *Have the program purpose, goals and measures been communicated throughout the organization and across program partners?*

Response: Yes, see ISTEP+ Program Manual, NCLB workbook, ISTEP+ results web site, and AYP web site. Important aspects of ISTEP+ are communicated to schools and school corporations, as well as to the vendor that assists in the creation of the assessment.

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*

Response: At EVERY workshop we collect, in writing, questions, concerns and comments. We continually evaluate the program and make revisions as needed. Members of the Division of School Assessment are providing ISTEP+ workshops for teachers and administrators throughout the state to help educators connect assessment to instruction in the classroom.

SECTION III — PROGRAM MANAGEMENT

Question: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Response: We piloted on-line delivery of reports last fall (Fall 2006) with 14 school corporations, this spring ALL school corporations will have reports delivered electronically. The Division of School Assessment works to be on time or earlier with every deliverable to the ISTEP+ vendor to maintain efficient timelines.

Question: *Does the program participate in the statewide strategic sourcing initiative to ensure inputs are purchased at the lowest possible cost?*

(This question was NA.)

PART IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*

Response: The goal of ISTEP+, which is to measure student progress on Indiana's Academic Content Standards, has been successfully accomplished.

Question: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Response: By providing the vendor with deliverables on time or earlier, the Division of School Assessment practices cost containment.

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc.?*

Response: The score was 16.75% in this section, which was deemed "Large Extent".

Question: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Response: At EVERY workshop we collect, in writing, questions, concerns and comments. We continually evaluate the program and make revisions as needed. The Director of School Assessment reviews calls to the CTB/ISTEP+ Help Desk weekly to determine areas of need and to gauge effectiveness of customer service. In addition, the State Testing Advisory Committee meets four times per year to discuss issues and brainstorm solutions to problems and concerns.

Agency: Indiana Department of Education
Division: Office of Student Services
Program Name: Drug Free Schools
Program Fund Center: 1000-123140

Except for questions 1.1 and 1.2 all answers were “no” from the auditor.

SECTION I – PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: Yes. The federal program provides training to local safe and drug free coordinators under federal guidelines. This program intentionally is distinguished in that funds are focused on existing training and support programs of providers. The evidence is in practice: the number of trainings and contacts who are direct service providers to children.

We provide assistance to courts, professional associations, universities and schools who have programs already in effect to provide training or education to teachers, student service professionals, community agencies or professional associations who provide direct treatment or education to children at risk, or already identified, as having substance abuse problems.

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*

Response: Yes. It is simple. It is a program emphasizing education or training in assessment, prevention, intervention or referral as part of an existing professional training forum. It is low investment for high payoff.

Question: *Is the program effectively designed and targeted, so that resources will reach intended beneficiaries and/or address the program’s purpose?*

Yes. It is intentionally kept as a support for existing professional, public or non public entities with existing programs seeking minimal funds. All providers serve school aged children.

SECTION II — PROGRAM PLANNING

Question: *Have specific long-term, results based performance measures that are linked to the program purpose been established?*

Response: Yes. Results in this context are alcohol, tobacco and other drug (ATOD) presentations or support related to education or training....if the presentation or support occurred and was within the parameters of the funding agreement then it has been considered in compliance and linked to the program purpose. There is overwhelming response by the providers of the training. Instead of reinventing the wheel for programmatic purposes, we are using existing professionally prepared training situations to get the most for our money. For example, we support the Indiana Association of School Psychologists by providing money for speakers at their training conferences and by sending psychologists to inservice training to enhance their skills and then using them for the training of other student assistance service staff. Another example is our funding of judge Steve David’s Boone county community conference in the spring. In this program, our success is being defined by the support of

existing programs that provide services to the children and families who need intervention in the area of alcohol and drug education and assistance. School psychologists and the courts are, in fact, providers of assessment and services to these constituencies.

Question: *Does the program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?*

Response: Yes. The department has communicated the purpose and availability of this funding with the Indiana Prevention Resource Center at Indiana University, the preeminent resource for state and local substance abuse program planning. Our aims and goals are the DOE Aim I:

Aim I: SAFE AND CARING SCHOOLS

Indicators:

- I-1 Number of schools that, for three successive years, have had an expulsion for possessing a deadly weapon
- I-2 Number of schools that, for three successive years, have had an expulsion for bringing a firearm to school
- I-3 Number of schools that, for three successive years, have had a student who has been a victim of a violent crime within the school, on school property, or at a school-sponsored activity
- I-4 Percent of students who feel safe at school, as measured by survey data
- I-5 Percent of schools with emergency preparedness plans
- I-6 Number of school/community safety specialists who have completed School Safety Specialist Training
- I-7 Percent of students enrolled in schools that meet health and safety standards
- I-8 Percent of students who report they have a caring school, based on survey data
- I-9 Percent of community members who report their schools are caring, based on survey data

Question: *Have the program purpose, goals and measures been communicated throughout the organization and across program partners?*

Response: Yes. Program purpose, goals and measures have been communicated to those who use the program such as health consultants, social work and counseling consultants, the federal safe schools consultant.

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*

Response: Yes. We know of no deficiencies. The plan to address deficiencies is in the application process. Any applicant may appeal a denial of funding through department channels. We have not received any report of deficiencies in this process. The biggest strength of this program is also possibly its biggest flaw. We don't run the programs of education and training. We support existing programs. So, we don't have any quality control except in the application process when the applicant explains what the training will be and how it is related to alcohol and drugs. This needs to be always improved to allow as much information as possible up front.

SECTION III — PROGRAM MANAGEMENT

Question: *Does the agency regularly collect timely and credible performance information, including information from key partners, and use it to manage the program and improve performance?*

Response: Yes. The participants document the number of persons served and the manner in which the funding is used. And, the participants must respond to inquiries from the state department if requested.

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?*

Response: Yes. The Director of the Office of Student Services is the manager and is accountable to the Deputy Superintendent of Public Instruction. The accounting narrative and budget allotment worksheets are reviewed annually by management.

Question: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Response: Yes. We have met with Department of Education webmaster this month to begin a program of technological changes to make our service delivery current and efficient.

Question: *Does the program collaborate and coordinate effectively with related programs?*

Response: Yes. Related programs [such as the federal safe and drug free schools program] are referral resources for the state drug free program. The only other related programs are tangentially related such as student assistance training and health related training.

Question: *Does program participate in statewide strategic sourcing initiative to ensure inputs are purchased at the lowest possible cost?*

N/A

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Has program demonstrated adequate progress in achieving its long term goals?*

Response: Yes. Performance goals in this context are related to the Aims and Indicators of the Indiana Department of Education, Aim 1, Safe and Caring Schools. Progress in this context is using all of the funding to fulfill the purpose of the funding.

Question: *Does program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Response: Yes. To the extent that efficiencies are applicable, the providers determine the level of need and the funding is granted up to a limit.

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc.?*

Response: Yes. This program seeks to fill a void not filled by any other state or federal drug free program in that it is devoted to support of the providers of services that are already documented as valid and reliable agencies, associations or institutions serving children. Evidence is the application of these programs to receive funding. We are not aware of any comparable service. Grants are not unusual; however, grants of \$500 to \$2,000 are unusual in that they are small amounts that can have a big impact (allow the hiring of a speaker, provide material support, etc).

Question: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Response: Yes. The program director makes annual personal contact with the funded source. Improvements are made in the application process. We do not get involved in planning the training. The program director personally discusses the programs with potential applicants and also gets a brief description of the applicant's plans in the application. The program director reviews each application personally.

Agency:	Department of Education
Division:	Center for School Improvement
Program Name:	Educational Service Centers
Fund Center:	1000/121160

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: Educational Service Centers acknowledge that there are other agencies within Indiana Government that provide some of the same services. Indiana Educational Service Centers serve two major roles:

1. Provide services and products more conveniently or at reduced cost to our members. Convenience is a major part of this equation. If we cannot offer reduced cost for the product or service then we must evaluate our effectiveness for efficiency and convenience.
2. Facilitate the efficient and effective delivery of products or services provided by others to our members. We do this through cooperative agreements and other relationships with agencies or providers.

While there is some duplication of effort between ESC's, this is usually done only when regional efforts would be more efficient or effective. For example: Many ESC's do regional bidding for cafeteria supplies, cell phone plans, waste disposal, dairy products, and bread products. These are examples of products or services that cannot be efficiently serviced statewide, but depend upon service area limitations.

Question: *Is the program effectively designed and targeted, so that resources will reach intended beneficiaries and/or address the program's purpose?*

Response: Our design meets the needs of the ESC regional governing bodies. ESC's do not lack authority to launch statewide initiatives. In fact, often ESC's lead in this venue. What ESC's do lack is the authority to force school corporations to use their products or services. To some extent this is a positive, because it forces ESC's to be highly efficient and effective. On the other hand, it allows school corporation officials to make decisions that are more comfortable to them that may not be as efficient or effective. The Department of Education provides staff liaison to Education Service Centers but does not administer the ESC's operating money that is a pass thru appropriation.

SECTION II — PROGRAM PLANNING

Question: *Have specific long-term, results based performance measures that are linked to the program purpose been established?*

Response: While ESC's do not have any uniform performance measures, voluntary membership requires a high degree of accountability. Each year the State Board of Education and local members receive a report that is very specific in costs, savings, and program goals for the future. ESC's have not been asked to develop statewide measurements. Some local measurable performance indicators have been included in individual ESC program goals. The development of statewide goals is something that the ESC directors are willing to discuss and develop. New reporting requirements in PL 191-2006 will make some comparison data available.

Question: *Does the program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?*

Response: No, but targets and timeframes could be part of the development process mentioned above.

Question: *Have the program purpose, goals and measures been communicated throughout the organization and across program partners?*

Response: Currently ESC's provide several avenues for communication within each region related to purpose, goals, and measurements. All ESC's have websites with much of this information, newsletters, brochures, and yearly reports to our Governing Boards. The yearly reports list program goals and levels of attainment. In addition, each school corporation receives a report, which lists its use of ESC services and products, along with the value added to the corporation that comes from that usage. These yearly reports are also sent to the Indiana State Board of Education. Each ESC meets with an Executive Board eight times per year and with a Governing Board twice a year. These meetings serve as additional times to develop program purpose, goals, and to discuss progress.

As more statewide goals and measures are developed they will serve as additional measurements for both our regional boards and state entities.

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*

Response: The development of goals and measurements will give everyone an opportunity to assess progress and develop strategies for improvement. ESC Directors will work together on the development of program goals and measurements. In doing so, we will include other stakeholders (IDOE, OMB, and local members) in the discussions.

SECTION III — PROGRAM MANAGEMENT

Question: *Does the agency regularly collect timely and credible performance information, including information from key partners, and use it to manage the program and improve performance?*

Response: Reports currently sent to the Indiana Department of Education and to local members do exactly this on a regional basis. There is no reason to think that this would not be true as statewide measures are developed.

Question: *Does the program collaborate and coordinate effectively with related programs?*

Response: ESC Directors have worked hard over the last 18 months to develop expanded relationships with IDOE staff, Indiana State Board of Education members, OMB, legislators, and the Governor's office to foster better collaborative efforts. While successes can be identified, further efforts will prove beneficial to these agencies, to our members, and the Indiana taxpayer.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*

Response: Indiana's Educational Service Centers are responsible to their local member school corporations. Past experience and reports show that we have demonstrated progress in achieving effectiveness and efficiency for them. A statewide compilation of regional value added reports has demonstrated that membership and use of ESC's has resulted in over twenty-one million dollars in saving through cooperative purchasing and shared services. Most recently we have conducted an analysis of the savings generated so far through risk insurance premiums. While this cannot be attributed solely to the work done by ESC's in the development of an insurance trust, it is safe to say the over \$10 million dollars saved in the last year would not have been as great without the cooperative efforts of Indiana school corporations through their ESC's. We have often been the leader in developing new programs or products to better serve schools. One example would be the development of our IAESC Procurement system. This was the first online procurement system for Indiana. Often our products or services were developed when there was no other alternative available or the alternative was too costly. The procurement system is one example of a system that was not available before IAESC developed it. Other regional examples would be an online substitute calling system, a data warehouse for student achievement data, and low cost broadband Internet access. Continued support for natural gas deregulation will improve savings for Indiana schools in several areas of Indiana. Presently some school corporations are not able to take advantage of savings available to other school corporations due to limitations set by their current supplier. We continue to develop closer relationships with several departments of the Indiana Department of Education, thus improving the effectiveness and efficiency of their programs, through our networks and regional support.

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc?*

Response: Indiana ESC's have the capability and desire to demonstrate our competitiveness with others with similar purposes. There are some programs within state government that do some of the same things we do. We do not want to compete with these agencies, but hope to continue to develop coordinated programming beneficial to all. There are other private or for profits that perform some of the same things we do. As stated earlier we work to offer our products or services either more effectively and/or efficiently. When this is good for our members, we will continue. When others can serve our schools better we attempt to form cooperative efforts that will still benefit Indiana schools. As stated in the probe report document "Indiana's ESC's perform well, but there is room for improvement." The mission of the ESC's is to constantly look for ways to improve their effectiveness.

Agency: Department of Education
Division: Center for School Improvement
Program Name: Education Technology Program
Program Fund Center: 4670/217160

As submitted to the budget agency:

The purpose of the program is to improve student achievement through the use of advanced innovative technology solutions that improve instruction and enhance the productivity of Indiana schools. The Office of Learning Resources staff and the Special Assistant for Technology to the Superintendent provide leadership, guidance, professional development, technical assistance and training to educators to use affordable, sustainable, repeatable technology solutions to improve student academic achievement and teacher capacity.

The PROBE reviewers stated that the purpose of this program “*provides in-house technical assistance consulting to local school districts to assist them in creating technology plans (required every 3 years with annual updates).*” While we assist schools with this state and federal requirement this is not the sole purpose of this program.

The PROBE did not focus on the assistance provided to schools in creating technology plans. While this is just a fraction of what our office does, the assistance provided to schools to ensure that approved technology plans are comprehensive is important. Well designed technology plans that meet federal guidelines bring in more than \$3.8M annually to Indiana schools in the form of discounts for telecommunications services.

The evidence cited as to the lack of a clear purpose of this program is that the “*Fund center also funds the Corporation for Education Technology (CET), a separate not-for-profit organization (\$825,000 out of \$2.1 million total). IC 20-20-15.*” CET is unrelated and it should be evaluated on its own. CET (buddy) is legislated to receive an appropriation of \$825,000. It is not part of the Department of Education, and therefore should not be evaluated together with the functions of the Office of Learning Resources nor the Office of Special Assistant for Technology. The legislature created CET as a not-for-profit corporation that operates with a Board of Directors. DOE has no legal authority over the CET Board and does not provide oversight.

The PROBE found that “*there are no ongoing efforts to reduce the cost of the program.*” Through the use of partnerships of vendors, school corporations and IDOE, hardware costs have been constrained. Currently, the price paid for a standard desktop computer is \$450 (full 64 bit functionality and 17” LCD) from any of two dozen hardware vendors in the state, including the vendor being used in OneIndiana. The OneIndiana project hailed in the PROBE report cites a standard desktop computer for \$690. Our program has provided more than a 35% savings as compared to OneIndiana, for basically the same computer.

This program has focused on stretching dollars. The inACCESS program is an example. By encouraging schools to procure low-cost hardware and coupling it with open-source software, the program has experienced cost savings of 60 percent over traditional systems (school technology directors reported they have been spending approximately \$850 per computer system). Giving teachers access to hardware in the classroom has accelerated professional development outcomes for teachers as well as

achievement for students. We have doubled the number of workshops, (from 12 in 2005-06 to 26 in 2006-07) for educators to learn how to integrate Virtual Learning Environments into their instruction. Although it is too early to claim definitive outcomes, early indicators are that these high-quality, low-cost systems boost achievement.

The same cost saving principles that were incorporated in the guidelines for Tech Plan Grant Program have been adopted for the administration of the federal Title II, Part D program. The federal program is extended to those school corporations that are eligible for participation in the state program which accelerates the achievement of high school classes that are equipped for online testing.

Lastly, the statement that *“Schools will seek DOE out if there are problems.”* is just a small part of the leadership, guidance, professional development, technical assistance and training provided to educators. We conduct more than 48 regional meetings around the state each year, more than 40 site visits, 40 multi-session workshops and presentations at more than 20 conferences throughout the state. We conduct 2 statewide technology conferences. We collaborate with groups at the universities, other state agencies, and educational service centers to insure that services are not duplicated but leveraged. At each meeting, presentation and workshop we solicit formal input through evaluation forms. After each event our team analyzes the evaluations, responds to questions, and adjusts the programming we provide to the field. The evaluations are also reviewed on a yearly basis as we prioritize our yearly outreach plan each summer.

Agency: Department of Education
Division: Exceptional Learners
Program Name: Gifted and Talented
Program Fund Center: 1000/107130

Summary: Indiana Code (IC) 20-36-2 clearly defines our program purpose. However, neither this code nor any of our additional legislation gives IDOE the authority to set specific outcomes for local school corporations. Without such legislation, it is difficult to produce consistent outcome-based results.

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*
Score 0%

Response: There is no other funding available specifically for high ability education to all Indiana public school corporations. 84% of gifted and talented funding goes directly to school corporations. The remaining 16% is used for IDOE administrative costs and discretionary grants that provide professional development and other gifted and talented services for these same schools. Less than one percent (1%) of the total gifted and talented state budget is used for scholarships provided to teachers pursuing a license in gifted and talented education. Indiana Code (IC) 20-36-2-1(E) states that a portion of these funds are to provide “support for educators pursuing professional development leading to endorsement or licensure in gifted and talented education.”

Question: *Is the program free of designed flaws or other obstacles that would limit its effectiveness or efficiency?*
Score 0%

Response: There is no legislative definition of gifted and talented. Both IC 20-36-1-3 and 511 IAC 6-9.1-1(h) define a “high ability student” as one who (1) performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one (1) domain when compared to other students of the same age, experience, or environment; and (2) is characterized by exceptional gifts, talents, motivation, or interests. The codes for high ability programs allow public school corporations to determine the identification criteria for the high ability students served in their local programs.

Question: *Have specific long-term, results-based performance measures that are linked to the program purpose been established?*
Score 0%

Response: There are no specific long-term, results-based performance measures linked to the program purpose at this time. Neither our current legislation, nor the proposed 2007 legislation, provides criteria for IDOE to determine long-term outcome-based objectives. A work group, whose primary purpose would be to provide input on determining long-term, results-based performance measures that are linked to the gifted and talented strategic plan, will be established.

Question: *Does the program have ambitious targets and timeframes for its long-term measures that reasonable compare with peer group activities?*
Score 0%

Response: IDOE does not currently have measures for which to set targets. Each local school corporation establishes its own program goals, so consistency across the state toward specific state goals is not currently possible. However, targets and timeframes for long-term measures will be addressed through the work group.

Question: *Have the program purposes, goals and measures been communicated throughout the organization and across program partners?*

Score 0%

Response: IDOE does not currently have measures to communicate. The creation of the work group described above will also assist in development of strategies to communicate the program purposes, goals, and measures.

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*

Score 0%

Response: IDOE has not been given authority to set specific outcomes for local school corporations.

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results.*

Score 0%

Response: Currently there is no legislation giving authority to IDOE to require accountability for performance results. There is proposed legislation before the 2007 General Assembly that would require more accountability.

In response to the Evidence section of this question, the Education Service Centers (ESC's) alone do not have an integrated services team that serves as an advisory committee. The ESC's are part of the integrated services team. This team does not function in an advisory capacity. The primary role of this team is to assist in implementation of the gifted and talented strategic plan.

Question: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, and incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Score 0%

Response: The majority of our funds are passed through to public school corporations. There is no competitive grant process. Evidence cited by the PROBE indicates that IDOE has made some cost-cutting measures through our discretionary grant process. We conduct cost comparisons on Integrated Services Team (IST) grants, looking for the most cost-efficient administration for projects. We further require all submitted grants to follow state travel guidelines. In addition, over the past five years, three resource centers have been closed while still allowing for the same or better service throughout the state. The majority of our statewide projects have a maximum amount allotted for presenter fees.

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*

Score 8.25%

Response: We concur with the comments written for this question because we believe that there is always room for improvement.

Question: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Score 0%

Response: No year-to-year savings data is collected from grantees. Some cost saving measures, such as limits being placed on presenter fees and the use of INCOLSA (Indiana Cooperative Library Authority Services)/Wheels, an interlibrary book courier system in Indiana, instead of postage are in place with remaining funds being “reallocated” to further the gifted and talented strategic plan.

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc.?*

Score 0%

Response: The Indiana Academy, serving students in grades 11 and 12 only, and Sycamore School, a private school serving preschool through 8th grade, provide programs and services for high ability students. Neither of the aforementioned schools serves students in grades 9 and 10, nor could they accommodate all high ability learners in our state.

Question: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Score 8.25%

Response: We currently obtain information through needs assessments communicated by local gifted and talented coordinators and through evaluations at our professional development events. We will explore additional avenues to regularly gather input from our stakeholders.

Agency:	Department of Education
Division:	inACCESS
Program Name:	Technology Plan Grant Program
Program Fund Center:	I000/470280

The purpose stated in the PROBE is listed as “to achieve a one-to-one student/computer ratio in core subject areas in Indiana schools. Focus areas are English/language arts, science/math, and social studies at the high school level. The acronym "inACCESS" stands for Indiana Affordable Classroom Computers for Every Secondary Student.”

The purpose as stated in the PROBE report is incorrect. This is a **strategy**, not the **purpose**.

The goal of the program is to improve student learning in the high school. The strategy to achieve this goal is to provide anytime, anywhere access to technology, appropriate resources, and tools. The rollout of computers is step one in making the technology ubiquitous for students and teachers so that schools can then focus on student achievement by changing curriculum and providing more challenging and authentic activities.

The PROBE report, in response to whether the program addresses a specific and existing problem, interest, or need states that, *“The mere presence of computers in the classroom is not a "magic bullet" for improving academic achievement. However, PC technology can enable new methods of instruction and learning.”* The evidence stated *“Were all schools in the state to ever have full one-to-one computing, online testing could become possible.”*

InACCESS addresses the need to improve student achievement in high school. While it is true that as more computers are added, online testing becomes more feasible, the purpose of the program—to improve teaching and learning in Indiana high schools using ubiquitous technology—is paramount.

The PROBE report states that the planning of this program has not been communicated to schools.

There are currently email distribution lists, blogs, workshops, and technical assistance sessions throughout the state. More than 20 inACCESS-specific orientation sessions have been held in Indiana since September 2006. A recent full day meeting in Indianapolis for inACCESS educators had more than 160 Indiana teachers, administrators and technology personnel in attendance. A similar conference held a year earlier had more than 45 educators attend. One hundred percent (100%) of funds in this program I000/470280 are directed to schools. The planning, technical assistance and professional development for this program is not paid for from this fund. This program must be reviewed in conjunction with the Education Technology Program 4670/21760, which provides funds for staff to plan administer and provide technical assistance for this program.

The fact that 100% of the fund is directed to schools is evident in the PROBE review comments. In the Project Management section the question *“Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?”* The PROBE reviewers state *“After initial task of getting PC's installed, follow-up procedures are needed to make sure they are utilized properly to fulfill the mission of the programs. Such procedures were not provided to the Office of Management and Budget (OMB).”*

In this instance, reviewers failed to draw the connection and close coordination between separate funds administered by DOE.

The DOE has worked with higher education to conduct a research study in pilot schools for the past 2 years. To reiterate again as 100% of this program funds are directed to schools the research study is not paid for from this program.

Detailed performance criteria are posted on the **inACCESS** website. Observable outcomes from the program are expected to be:

<i>Expected OUTCOME/ACTION</i>	<i>Evidence</i>	<i>Control</i>
Improved attendance in inACCESS classrooms	Daily attendance as recorded by teacher	Non- inACCESS classrooms
Increased engagement in academic course work of at-risk students	Behavior referrals as reported by teacher Daily attendance as recorded by teacher Number of projects completed (as measured by Virtual Learning Environment, online writing submissions, projects)	Non- inACCESS classrooms
Increased engagement of students	As reported on teacher surveys Number of projects completed (as measured by Virtual Learning Environment, online writing submissions, projects)	Non- inACCESS classrooms
Increased engagement of teacher	As reported in teacher surveys As reported in Principal surveys	Non- inACCESS classrooms
Improved ISTEP+ scores	ISTEP+ test scores	Non- inACCESS classrooms
Improved CORE 40 End-of-Course scores	CORE 40 End-of-Course Test Scores	

Agency: Department of Education
Division: School Traffic Safety and Emergency Planning
Program Name: Motorcycle Safety
Program Fund Center: 2120/170000

While it is natural for everyone to believe that their particular program is “the best”, the Motorcycle Safety Program has never shied away from scrutiny and constructive criticisms which help guide us to improve the performance of our program. As evidence of our on-going improvement efforts, I’ve attached the “State of Indiana - Motorcycle Safety Assessment” report from 1997. The Indiana Motorcycle Safety Program was one of the first state programs in the country to apply for and complete an outside assessment conducted by the National Association of State Motorcycle Safety Administrators (SMSA) and funded by the National Highway Traffic Safety Administration (NHTSA). Of the 15 “Major Recommendations” listed in the Assessment, 10 have been accomplished, three fall under the jurisdiction of other state agencies, one we have not yet accomplished and one is not feasible due to incompatible computer systems in state agencies. As with the Assessment, we look forward to using the findings of the PROBE report to identify the strengths and weaknesses of our program, build on the strengths, and improve in our areas of weakness.

We understand, and fully appreciate, the huge task undertaken by the PROBE team and the vast amount of documentation the team had to review. It is understandable that this current “snapshot” of the programs reviewed may contain data that is not fully reported or completely indicative of a program’s true evidence pertaining to the questions posed. The following comments are offered only to provide a more accurate response to the questions asked and, therefore, a more accurate snapshot of our program. Please feel free to contact me at 317-232-0893 for any additional information, details and/or documentation of the information provided in this response.

SECTION I — PROGRAM PURPOSE AND DESIGN

Questions	Answer	Comments	Evidence
Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?	No	There are private motorcycle training courses available such as Harley Davidson’s Rider’s Edge Program.	There is no comparable program promoting motorcycle awareness.

Response: Rider’s Edge did not become available nationally until 2001, and did not start in Indiana until 2005 at only one dealership. The state motorcycle safety program provided training for the instructors who teach in Rider’s Edge and prepared the training range facility for the Rider’s Edge Program in Bloomington. In its 2 years of existence, the Rider’s Edge program has trained 350 people. The state program has trained 14,000 in that same time period. Rider’s Edge charges its students \$300.00 to take its course. The state program charges \$50.00 and has a total cost per student of \$160.00. Rider’s Edge started in an area where the state program was already conducting courses, but they cater primarily to their own customer base.

Questions	Answer	Comments	Evidence
Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?	No	Becoming more difficult to locate adequate training sites that property owners will allow state to use for free.	Also, to obtain a motorcycle endorsement on drivers license, riders are not required to take test on bike they plan to ride.

Response: Training sites are more difficult to find, so the program has been working with motorcycle dealerships to develop dedicated training sites. Currently, two of the program's 15 training sites are dedicated, dealer-owned training sites, and another six sites are at public school facilities where the school boards are committed to maintaining the motorcycle program. Beginning students learning basic skills on a motorcycle other than the one they plan to ride is done to ensure the effectiveness and efficiency of the training courses. It is not a design flaw, but it is a safety consideration. All 46 state legislated motorcycle safety programs require beginning students to be trained on motorcycles less than 350cc in engine displacement. Granted, few if any students plan to ride a motorcycle under 350cc after the course, but to attempt to train a beginning student on a large displacement motorcycle would be a disaster (Harley-Davidson's Riders Edge program has had three fatalities in its training program since 2001 using a 500cc motorcycle as its required training motorcycle). Once basic skills are achieved to the point that a course completion card can be issued, then those basic skills transfer very well to the larger motorcycles that most students ride after receiving their endorsement as a result of passing the training course. Skills testing for issuance of a motorcycle endorsement by the BMV requires no skills training, can be taken on any street legal motorcycle (whether it is the one the student plans to ride or not), and represents only a five minute window of evaluation before that student can be issued an endorsement. Students in the training course receive 15-18 hours of instruction by nationally certified instructors.

SECTION II — PROGRAM PLANNING

Questions	Answer	Comments	Evidence
Does the program have ambitious targets and time frames for its long term measures that reasonably compare with peer group activities?	No	Only established target is to lower injuries/fatalities each year.	None given.

Response: In the "Conclusions and Recommendations" section of the 2005 Annual Program Evaluation (as in all Annual Program Evaluations since 1988), future goals are listed. For 2005, six goals are recommended. Previous years' goals have included up to 10 or more short and long term goals. Some of these goals are general (continue to purchase new training motorcycles on an as-needed basis), and some are very specific and measurable (Increase training goals to 7,500 novice students and 750 experienced students). The program also completes an annual program survey for the SMSA which compiles and publishes the results from over 40 state programs for a direct comparison to peer programs. Comparisons from the most recent survey and the Motorcycle Industry Council's (MIC) annual report show that Indiana has the 3rd lowest tuition cost in the country, the 6th lowest cost per

student trained, we are 11th overall in motorcycle population and 14th in the country in total students trained annually.

SECTION III — PROGRAM MANAGEMENT

Questions	Answer	Comments	Evidence
Does the program have procedures to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?	No	No standard procedure to reduce costs.	Contract with ABATE is reviewed annually. (ISU and Kokomo also provide trainers on their sites). Textbooks are printed by the Motorcycle Safety Foundation (MSF).

Response: The state program buys all the textbooks for the state each year to get the best possible quantity discount (MSF is the sole source for the textbooks). All training motorcycles are purchased through the Dept. of Administration's procedures. However, the state program notifies every new motorcycle dealer in the state directly to inform them of impending purchases. This has resulted in a high level of competition and service. Training motorcycles purchased by the state program have consistently been purchased at \$50.00 to \$100.00 over dealer cost. Since the reimbursement rate offered to the contractors is a set amount, it is incumbent on the contractors to continually improve their efficiencies and cost effectiveness (note question #2 of this section).

Questions	Answer	Comments	Evidence
Does the program collaborate and coordinate effectively with related programs?	No	NHTSA has suggested that motorcycle safety has not historically been a sufficient part of the state's Highway Safety Plan, developed by CJI.	Related state agencies include ISP, BMV, DOT. Providers are ABATE, ISU and Kokomo schools.

Response: As of September 15, 2006, Motorcycle Safety has been included in the State of Indiana's Strategic Highway Safety Plan. The Strategic Plan was compiled by the INDOT with collaboration of the following state and federal agencies: DOE—Motorcycle Safety Program/ Driver Education, ICJI, ISP, BMV, DOR, IDHS, OLI, FHWA, FMCSA, NHTSA, FRA, CATS, LTAP, IPSC, IWAB and the ISDH.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Questions	Answer	Comments	Evidence
Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?	No	Funding source is dedicated fees.	Been able to keep student cost constant for the past 10 years.

Response: Since 1996, motorcycle registrations in Indiana have increased by 69% from 96,052 to 162,405. Based on the higher number of registered motorcycles, and a \$2.00 increase in registration fees provided to the program (\$5.00 to \$7.00 in 2002), the program's budget has increased by 135% from \$480,000.00 to \$1,127,000. Student training numbers over that same period, however, have increased from 2,655 to 7,336 (a 176% increase). Further, while student training has substantially surpassed budget increases over the past 10 years, through program efficiencies the cost to train a student has remained constant over that time.

Organizational Recommendation:

Move the Motorcycle Safety program from DOE the Office of Traffic Safety within the Indiana Criminal Justice Institute.

Response: Much of the success of the Motorcycle Safety Program hinges on its ability to utilize resources in the public education realm, and to present itself to private and corporate entities as an educational community service. We have been able to utilize public school, technical college and university facilities due to being housed in the Department of Education, and we have been welcomed by corporations, business and industry to use their facilities free of charge due to our status within the Department. The traffic safety division of ICJI is primarily a conduit for federal highway safety funds for state traffic safety programs. ICJI is much better suited to provide funding for state level projects than to actually conduct them. If the Motorcycle Program were moved to another agency, it would lose all of the advantages it has cultivated as a part of the Department of Education over the past 20 years.

Agency:	Department of Education
Division:	Language Minority and Migrant Programs
Program Name:	Non English Speaking Program
Program Fund Center:	1000/101170

While state monies to address the needs relative to increased numbers of limited English proficient (LEP) students have been allocated through the Non-English Speaking Program since 1999-2000, the modest level of funding has remained constant while the number of students and teachers needing support rapidly has increased.

English language learners—particularly those at the lowest proficiency levels—struggle considerably in developing English proficiency, acquiring academic skills, and meeting grade-level standards. Generally, LEP students acquire conversational English within a couple of years, but it takes between 4-7 years to learn the academic English needed to demonstrate proficiency on state content standards. LEP students are like any other population of learners with academic difficulties: They require effective instructional approaches and interventions—and additional time and support. Teachers charged with teaching students the English language while simultaneously helping those students acquire grade level academic standards, also require additional support. With the ever-increasing numbers of LEP students, school corporations need: professional development for classroom teachers on how to address the unique needs of LEP learners; ESL-trained coaches to assist with supplementary, extended-time instruction of highest need LEP students; and on-going professional development and support (provided by ESL-trained literacy coaches) for regular education classroom teachers and principals. It is of great benefit for Indiana's LEP students to become English language proficient and achieve academic success. Considering these factors, it would be prudent to fund the Non-English Speaking Program at a respectable level that would contribute to English language acquisition for Indiana's LEP students.

Agency: Department of Education
Division: Indiana Principal Leadership Academy
Program Name: Indiana Principal Leadership Academy
Program Fund Center: 1000107070

As the Executive Director of the Indiana Principal Leadership Academy (IPLA), I am writing the Department of Education (DOE) response to the Office of Management and Budget (OMB) evaluation and recommendations in the PROBE report. I will address three areas of the report; why IPLA is a part of state government, why moving IPLA to the Indiana Association of School Principals (IASP) is not a viable option, and the steps IPLA is taking to add measurements to our program.

In Section I—Program Purpose & Design of the PROBE Report under question two, the following comment appears: “Not clear why this program needs to be a function of state government.” In 1986 IPLA was established by the state legislature under IC 20-20-2 in response to *A Nation at Risk: The Imperative for Educational Reform*, published by The National Commission on Excellence in Education in 1983. IPLA became a part of the Indiana Department of Education (IDOE) to “achieve excellence in teacher and student performance by strengthening leadership and management skills of practicing Indiana Public School Principals.” The sole purpose of IPLA the past 21 years is to improve schools by providing professional development for principals to strengthen their leadership skills in an effort to improve student learning. The thinking at the time was if we are going to change schools we have to provide principals the skills to be leaders of change.

In the 1990’s the principal’s role as instructional leader was increasingly recognized as a critical factor for improving student achievement. Michael Fullan, in his book *Leadership and Sustainability*, wrote, “Leadership will be to the 2000’s what standards were to the 90’s.” Dr. Fullan’s statement has proven to be very accurate.

The difference now compared to when IPLA started is that research supports what educators and legislators believed to be true in 1986. Principals do make a difference on student learning. In their groundbreaking 2004 report, *How Leadership Influences Student Learning*, commissioned by The Wallace Foundation researchers at the University of Minnesota and Toronto found, “Leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school.”

The report went on to say, “there are virtually no documented instances of troubled schools being turned around in the absence of intervention by talented leaders. The report continued, “While other factors within the school also contribute to such turnarounds, leadership is the catalyst.” I recently attended a Wallace Foundation meeting in St. Louis where for the first time I heard principals who are successful in turning around low performing schools referred to as “turnaround specialists”.

In a national survey by Public Agenda commissioned by The Wallace Foundation, 99 percent of a national sample of superintendents agreed that “behind every great school is a great principal.” Nearly eight out of ten believe that “the first and most important step in turning around a troubled school is to find a strong and talented leader.”

The above reports and surveys show that if the State of Indiana is interested in improving the education of our children, we need effective principals leading our schools. If the state is going to provide funds to help troubled schools, a good place to start is the skill level of the building principal.

In 2004 Mid-continent Research for Education and Learning (MCREL) finished a three year study first published in an article by MCREL called *The Leadership We Need* and by Robert Marzano, Timothy Waters and Brian McNulty in 2005 in their book *School Leadership That Works*. The study found that principal leadership is significantly correlated with student achievement. The report and book identify 21 specific leadership responsibilities and 66 associated practices that have statistically significant relationships to student achievement.

The DOE now has research that supports the important role principals play in Indiana schools and a list of responsibilities and practices that tell us how effective principals influence learning. In this age of accountability when Adequate Yearly Progress (AYP) determinations are required for all public schools under the federal *No Child Left Behind Act (NCLB)*, state government needs to continue to fund IPLA to provide professional development to “strengthen leadership and management skills of practicing Indiana Public School principals,” skills that we can now identify and include in IPLA’s two year curriculum to help principals improve their school’s AYP determinations.

The OMB recommends transferring responsibility for IPLA to the Indiana Association of School Principals. The two organizations, though supporting each others work, do not serve the same purpose or have the same philosophy. IASP is an advocacy group for principals. Principals pay an annual fee of over \$250.00 to belong to IASP. During the year they offer a one-day professional development conference for assistant principals and a two-day professional development conference for principals. Though the conferences are well done with excellent presenters, one of the primary reasons for the conferences is to raise money to support the other work of IASP.

IPLA’s only purpose is the professional development of school leaders. IPLA’s professional development is a two-year program where principals learn best practices in school leadership, return to their schools with an assignment to test what they have learned, and return a few months later to problem solve and learn together in a network of principals with whom they are teamed for the duration of the two year experience. DOE through IPLA is able to provide this support to public school principals through funding by the state legislature. A school district pays \$300.00 for a principal to attend 18 days of professional development, a little over \$16.00 a day. Moving IPLA out of the DOE would cost a school district \$350.00 to \$600.00 a day for a principal to attend one day of professional development. For many school districts professional development for principals would no longer be an option at a time when research supports the key role principal’s play in student learning. The DOE provides principals professional development more efficiently and effectively through IPLA than through outside organizations.

Throughout the PROBE Report IPLA receives 0% for not having measures in place to evaluate its performance. In October of 2006 when I became the Executive Director of IPLA, IPLA contracted with Steve Barone, Lawrence Huggins and Teresa Arpin of Transformation Systems, Ltd to assist us in evaluating our mission Statement, and curriculum and to help us write measurable strategic objectives. Transformation Systems, Ltd works with school districts and schools around the world on strategic planning and leadership training.

In October and November of 2006, the IPLA staff held four regional meetings around the state to gather input from our stakeholders. Sixty-four people attended one of the regional meetings. The participants were superintendents, principals, teachers, representatives from the business community, and consultants. Larry Huggins facilitated the four meetings. I have been meeting with Indiana Superintendents in small groups or in individual meetings to gather their input on what skills they feel the principals in their school districts need to be effective leaders.

On March 9, 2007 regional meeting participants will return for one large group meeting in Indianapolis. Larry Huggins will facilitate this meeting. A summary of the four regional meetings will be shared along with recent research on the role of the principals in today's schools. Stakeholders will respond to proposed changes to our mission Statement, and curriculum based on feedback from the regional meetings. Participants will also respond to our proposed new strategic objectives.

After the meeting on March 9, final changes will be made based on stakeholder feedback. A 15-member action team will begin implementation of the recommended changes to IPLA's program. Larry Huggins will work two days with the action team and one day with the IPLA staff. A 6-member measurement team will be charged with writing outcomes for our strategic objectives. Teresa Arpin will work with the measurement team. In June of 2007 when IPLA's 44th group of principals starts their two year IPLA experience our measurements will be in place.

Thank you for the opportunity to respond, and reading my concerns. Please contact me at 232-9002 or gavaghan@doe.state.in.us

Bill Gavaghan
Executive Director of IPLA

Agency: Department of Education
Division: Assessment, Research, and Information Technology
Program Name: Professional Standards—Licensing
Program Fund Center: 6000/141800

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*
Score: 0%

Response: While the findings under both the comment and evidence columns concerning effectively addressing customers' needs who were licensed in different eras are technically correct, the dual system is a necessity. First, all staff are experts on both sets of rules and are thoroughly trained to address both systems. Perhaps of more importance is that our customers—Indiana educators—demand that our licenses are issued under a dual system. Requiring licensees under Rules 46-47 to meet the requirements of Rules 2002 for renewal or the addition of another content area would create hardship.

Historically, when educator licensure has moved from one set of rules to another (since the 1920s, there have been five different rules for licensure), this division has operated under dual systems.

In addition to alienating our educators (which, in turn, would create a public relations nightmare for the Department of Education and Governor's Office), merging these two licensing rules or eliminating the ability of educators to continue to be licensed under one set of rules would create statewide chaos and outrage. It would be ineffective and inefficient to alter the dual system as it is now. The low score received on this section does not take into account how complex and inefficient altering the dual system would be at this time.

Question: *Is the program effectively designed and targeted so that resources will reach intended beneficiaries and/or address the program's purpose?*
Score: 0%

Response: The revenue collected from our licensing fees is not sufficient to support this program and maintain a high level of customer service. There is intent to raise the fees and reallocate some of the additional revenue to assist in payment of the mentor stipends; however, fee increases require a lengthy rule promulgation process. Data collected from other states regarding educator licensing fees and from other licensing agencies in Indiana was utilized in formulating the proposed increases. When compared to other states, our average fee would still be under the national average and would be under the average fee collected for other professions in Indiana. The increase in fees would better support the mentor program and improvements to our customer service processes. It is important to stress that while increased fees would assist in paying the mentor stipend, it would not provide sufficient revenue to pay the entire stipend.

A factual correction is needed under the evidence comment. Over 23,000 licenses were issued and over 15,000 substitute permits were issued during 2006.

Question: *Does the program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?*
Score: 0%

Response: While it is fair to indicate that we need to develop better metrics and to improve our processing times, dramatic improvements have been made in the last five years.

In 1997-1999, in-state applications often took 6-8 weeks to process while out-of-state applications took 4-6 months to complete. Staff, handcuffed by high volume and reduced resources, often took weeks to return e-mail or telephone requests. Currently, we promise our customers that in-state applications are processed within 1-2 weeks, out-of-state applications are processed within 2-4 weeks, and e-mails and telephone calls are answered within 48 hours. However, thanks to additional resources and committed staff, the process time is shorter than promised except during peak volume times.

We do not have data that shows how long license processing takes in other states, but we have heard from both our in-state and out-of-state applicants that Indiana's processing time is far better than they experienced when applying with other states' licensing offices.

Question: *Have the program, purpose, goals and measures been communicated throughout the organization and across program partners?*

Score: 0%

Response: Our division is working with Crowe Chizek to assist in the development of metrics to address performance. These metrics will include, but not be limited to, error rates and production expected by each employee. By the end of the "Making Change Happen" project, metrics will play a key role in the annual performance evaluation of each employee. ("Making Change Happen" refers to the Crowe Chizek project in which the division is currently involved.) Our current Operations Manager has established monthly staff meetings to communicate metrics and establish performance goals. Any news impacting our constituents, including our purpose, goals, measures, and improvements, is communicated via regular e-mail to Licensing Advisors, postings on our website, and through other DOE venues.

Question: *Does the agency regularly collect timely and credible performance information, including information from key partners, and use it to manage the program and improve performance?*

Score: 0%

Response: Data is not currently collected from universities and licensing advisors, who are key partners in the educator licensing process. We have some internal process performance data, including a report generated by our in-house database that reflects both the number and length of time of open applications in our system. The division recognizes that it needs more effective in-process measures.

To improve our data, we plan to construct an annual survey for licensing advisors to assist us in determining whether we are meeting their needs and our goals. We may consider collecting and posting the application processing time at in-state colleges and universities for comparison purposes.

Question: *Does the program have procedures (e.g., competitive sourcing, cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Score: 0%

Response: The division utilized Crowe Chizek to design an automated system to be utilized by both Indiana school districts and colleges/universities. This will enable educators to apply on-line for the following licenses:

- Individuals who have completed their teacher education program at an Indiana College or University. Licensing advisors at these institutions will be able to submit the application and recommendation for their applicants on-line.

- School districts will be able to apply for substitute teaching permits on-line.
- School districts will be able to apply for emergency permits on-line.

The first category of applicants will be able to apply on-line after May 1, 2007. The second two categories of applicants will be able to apply on-line after July 1, 2007, in time for the 2007-2008 school year.

Once these three systems are fully operational, roughly 75% of our applicant pool will be able to utilize technology for license application. (The other 25% of our licensing pool are required to submit more extensive materials, making it difficult to effectively utilize an automated licensing system. Providing the currently planned automation is implemented successfully, the division may consider the feasibility of automation for the remaining customers at a future time.)

As with the mentor enrollment form, utilization of this new system will be measured on a quarterly basis and school districts underutilizing the new system will be contacted and encouraged to use the program. Additional training or assistance will be offered to customers to increase their usage.

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*
Score: 8.25%

Response: Since 1997-1999, processing time for in-state applications has dropped from 6-8 weeks to 2-4 weeks at the present time. The processing of out of state applications experienced a comparable improvement with processing time dropping from 4-6 months in 1997-98 to 4-5 weeks now. In the 1990's the division staff, handcuffed by high volume and reduced resources, often took weeks to return e-mail or telephone requests. The Indiana Professional Standards Board was integrated into the Department of Education in July 2005, and thanks to additional resources and committed staff, emails and telephone calls are now usually answered within 48 hours. In an effort not to over-promise, we give cautious timelines to our customers, but our staff is committed to completing our work in a shorter time than is promised as often as possible.

While it is fair to indicate that we need to continue to improve, dramatic improvements have been made in the last five years.

Question: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*
Score: 0%

Response: As noted previously, the revenue collected from our licensing fees is not sufficient to support this program and maintain a high level of customer service. There is intent to raise the fees and reallocate some of the additional revenue to assist in payment of the mentor stipends; however, fee increases require a lengthy rule promulgation process. Data collected from other states regarding educator licensing fees and from other licensing agencies in Indiana was utilized in formulating the proposed increases. When compared to other states, our average fee would still be under the national average and would be under the average fee collected for other professions in Indiana. The increase in fees would better support the mentor program and improvements to our customer service processes. It is important to stress that while increased fees would assist in paying the mentor stipend, it would not provide sufficient revenue to pay the entire stipend. Once on-line processes are implemented for applications and portfolio development, submission, and scoring, cost savings should be achieved; however, at this time it is impossible to anticipate how much.

A factual correction is needed under the evidence comment. Over 23,000 licenses were issued and over 15,000 substitute permits were issued during 2006.

Question: *Does the performance of this program compare favorably to other programs with similar purposes including government, private, etc.?*

Score: 8.25%

Response: The division does not have a formal process or survey instrument to statistically gauge cycle time, response time, and customer service; however, the consideration and use of anecdotal evidence is greater than the interaction cited at the NASDTEC conference. The division routinely receives positive feedback from applicants who have made attempts to apply for licensure in other states. We often hear from applicants who are shocked when they receive a response from us almost immediately; subsequently, applicants report that it often takes months to get responses from licensing divisions in other states, if they get responses at all. It is not uncommon for our staff to contact equivalent staff in other states for information or clarification regarding their educator licensing rules and processes. Often, it requires numerous attempts and many weeks to find the right contact person; in several instances the right person was never identified. We also receive feedback from licensing advisors and Indiana school administrators praising our high level of customer service. Some of the feedback is written (either letter or e-mail) while other feedback is verbal. Finally, the best barometer of our success may be in the minimal number of complaints received from customers.

In conclusion, while the division does not currently collect quantitative data, the anecdotal evidence regarding our high level of customer service is very positive.

Question: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Score: 0%

Response: Regular meetings and communications with licensing advisors—one of our main customers—provides feedback on which the division bases improvements. Examples of improvements suggested by our customers are better-to-understand instructions on our website, sending regular e-mail updates to licensing advisors, and establishing a customer service e-mail account for customers with questions that can be answered by email.

Agency: Department of Education
Division: Assessment, Research, and Information Technology
Program Name: Professional Standards –
Testing, Induction, and Continuing Education
Program Fund Center: 1000/121140

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*
Score: 0%

Response: A recommendation has been approved to streamline the portfolio process. The amount of time spent by the beginning teacher in their preparation of the portfolio will be reduced by approximately 50%. This streamlined system will go into effect at the beginning of the 2007-2008 school year.

In addition to the reduced time needed for the beginning educator to complete the portfolio, the time needed to effectively score portfolios will also be dramatically reduced.

A more immediate change is that the division has invited beginning educators to submit their portfolio much earlier (February) instead of the previous submission date of May 1. This expands the window of time in which scoring can occur. This change has already been enacted.

The training of mentor teachers is under review and steps are being taken to substantially reduce the amount of time needed to train mentors. Discussions are also occurring that would lead to the use of technology to accomplish appropriate sections of the training.

All of these changes are based on feedback received from beginning educators, administrators, and others connected with the portfolio and mentoring processes. Staff will continue to interact with customers to ensure that we identify more efficient methods of completing the work required by this program.

It is important to highlight that the mentor stipend is a separate issue from the comments made regarding the portfolio. Currently, the mentor stipend has not been permanently restored in the budget.

Question: *Have specific long-term results-based performance measures that are linked to the program purpose been established?*
Score: 0%

Response: A survey has been conducted for beginning teachers who completed IMAP in 2005-2006. The results indicated that the majority of beginning teachers either “agreed” or “strongly agreed” that the portfolio helped them. The category “agree” far exceeded “strongly agree” in most responses. However, the belief is that the results may not accurately reflect the views of the beginning teacher as the survey requires that they identify themselves. An anonymous survey may generate more open responses.

While there have been numerous national studies that show that a strong mentoring and assessment program leads to increased retention of highly qualified teachers, there have been no studies specific to the Indiana Mentoring and Assessment (IMAP) program. In their 2006 report, “Induction and Mentoring In Indiana,” Ben Schaefer and Cortney Rowland state, “The Alliance for Excellence in Education (2005),

estimates that teacher turnover (including teachers that transfer from school to school) cost the nation \$4.9 billion every year and costs Indiana more than \$37 million every year.” The report adds, “Comprehensive induction programs, with effective mentoring as a key component, have been shown through vigorous research to improve teacher retention.” The lack of sufficient staff resources prohibits any intensive study to show the program’s success. Anecdotal evidence is strong to support the program, but quantitative evidence would assist to determine the strength of the program.

The following list studies links to studies that have been done on a national level concerning the impact mentoring has on teacher retention:

<http://www.edweek.org/ew/articles/2007/03/28/29hard.h26.html>

<http://www.newteachercenter.org/pdfs/NTCResearchBrief.05-01.pdf>

http://www.newteachercenter.org/research_articles.php

Other studies that discuss the impact of mentoring on teacher retention include:

Freemyer, James V., and Sanders, Nancy G. (2004), *Rational for Continued Financial Support for Indiana’s State Mentoring Program*

Levine, Arthur (2006). *Educating School Teachers*

Schaefer, Ben, and Rowland, Cortney. (2006) *Induction and Mentoring In Indiana*, Learning Point Associates and National Comprehensive Center for Teacher Quality

Theobald, Neil D., and Michael, Robert S. (2002) *Teacher Turnover in Illinois, Indiana, Minnesota, and Wisconsin: Who Stays, Moves, and Leaves?* Indiana Education Policy Center

These studies are available by contacting Debby Williams, Assistant Director of Assessment, Induction and Continuing Education at dwilliam@doe.state.in.us.

Question: *Does the program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?*

Score: 0%

Response: At present we do not have measures in place to assess the success of the mentoring program in increasing teacher retention in the profession; consequently, we have not set targets or timelines. We are not aware of existing targets, timeframes or long-term measures of the impact on mentoring on teacher retention in place for our peers—neighboring states.

Question: *Have the program, purpose, goals and measures been communicated throughout the organization and across program partners?*

Score: 0%

Response: Communication occurs with school districts and educators through PAMS/SAMS, additions to our website, and e-mails to mentor training program leaders and mentors. In addition, communication takes place with stakeholders and other customers, including regular strategy meetings with the Beginning Teacher Assessment Committee and the portfolio scoring leaders, to communicate the program purpose and goals and to discuss meaningful change.

The management of this program has turned over three times in the past four years; however, efforts are being made by the current program director to build better communication with stakeholders through face to face meetings with superintendents, principals, teachers, mentors and others to discuss the program and to answer questions. She is committed to answering all telephone calls and e-mails within 24 hours and has received positive feedback from those in the field. Communication through superintendents' and principals' associations also helps to inform stakeholders of the program's purpose.

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*

Score: 0%

Response: We will continue to communicate in a timely manner and to reduce our response time whenever possible. The assistant director will continue to attend meetings and workshops to address concerns of stakeholders. Goals for the year will be set by staff in August of 2007. At that time, we will also develop metrics which will help us assess our improvement and progress toward goals.

Question: *Does the program have procedures (e.g., competitive sourcing, cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Score: 0%

Response: The division has utilized Crowe Chizek to build an automated system to be utilized by Indiana school districts to enroll beginning teachers and mentors on-line. This new system will be available for use beginning July 1, 2007. The design includes a quarterly report to measure utilization. Those schools that under utilize the new system will be contacted and encouraged to use the program. Training or assistance will be offered to school districts to increase their usage. The on-line system will allow the division to more efficiently identify the 3,000 beginning educators and 3,000 mentors who enroll on an annual basis.

We are currently working with the beginning teacher assessment committee to develop strategies to automate the portfolio and allow the educator to complete the portfolio on-line. Once this electronic route is finalized, it will allow the educator a more efficient and effective way of completing the requirement and provide instant electronic transmission of the product to our division. The division will also be able to deliver the portfolio electronically to trained scorers. This paperless process will provide cost savings and will reduce the number of group scoring sessions organized by the division by allowing the scorer to complete their work independently. This project is near completion; however, system security issues necessitate an extension on the target date for completion.

The assistant director is working with DOE's Educational Information Systems (EIS) to discuss long range plans to make forms more user friendly and to implement the best use of technology for portfolio submission and mentor training.

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*

Score: 0%

At the present time there is no data collection to show progress toward goals. Two impediments to such data collection include the fact that the program is relatively new and the division does not currently have the resources to conduct an external assessment of the success of the program.

Question: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Score: 0%

Response: The Indiana Mentoring and Assessment Program (IMAP) was implemented in 2003. Currently, the majority of our beginning educators are not required to meet the IMAP program. Our first sizable number of educators subject to the requirements of this rule did not apply until June of 2006. Since 2006, the division has already implemented several major changes to dramatically streamline the program and the portfolio, including adding scoring sessions and piloting a pass-fail scoring method. Several additional significant changes, including streamlining the amount of work needed by educators to complete the portfolio, will be implemented in August 2007. These changes should reduce department costs and make the process more efficient for the teacher, the school district, and our division.

Question: *Does the performance of this program compare favorably to other programs with similar purposes including government, private, etc.?*

Score: 0%

Response: There is one state that has an equivalent program to ours—Connecticut. Conversations with our Connecticut colleagues indicate that they struggle to meet their staff goals in support of their program. We compare favorably to the customer service offered by Connecticut, despite the fact that we serve a much larger customer base and have a much smaller staff.

More pertinent to the comment and score is the fact that it is difficult to measure our performance against similar government or private entities given the uniqueness of our program. As a result, a score of 0.00% may be unwarranted.

Question: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Score: 8.25%

Response: The assistant director of the program regularly meets with the cadre of trained scorers (teachers, administrators, and school service personnel) to make improvements in this program. While the feedback is not quantitative, the consideration and use of the qualitative feedback is more formal than stated in the comment. For example, the effort to streamline the portfolio as well as recent changes made in the scoring process are directly attributable to the feedback received from these external experts.

Agency: Department of Education
Division: Center for School Improvement
Program Name: PSAT Distributor
Program Fund Center: I000/I07320

SECTION I — PROGRAM PURPOSE AND DESIGN

The PROBE report, in its question regarding redundancy, assigned a “0” to the PSAT. While it is true that the American College Testing (ACT) also provides a college entrance exam, it is the SAT Reasoning Test that is required by Indiana institutions of Higher Education. The PSAT provides practice and direction for students who will be taking the SAT for college entrance purposes. Further, the PROBE did not acknowledge that the PSAT allows grade 11 students to enter the competition for scholarships from the national Merit Scholarship Corporation.

The PROBE report stated that there is “no evidence to document whether any appreciable number of Indiana students are going to college who otherwise would not have had they not taken the PSAT.” That is correct in that this one factor cannot be isolated as the contributing reason. The PROBE did not, however, acknowledge the data showing Indiana’s college enrollment after high school went from 50% in 1992 to 62% in 2004. The State of Indiana ranked 34th in 1992 and 10th in 2004 in numbers of graduates who enrolled the next fall in higher education (Postsecondary Education Opportunity, Oskaloosa, Iowa).

SECTION III — PROGRAM MANAGEMENT

The PROBE report stated that the agency does not regularly collect timely and credible performance information, including information from key partners and use it to manage the program and improve performance. The following reports are received from College Board relating to PSAT:

Number of Juniors/Sophomores taking the PSAT/NMSOT
Ethnic Background (comparative Midwest/Indiana)
Self-reported Grade Average (Midwest/Indiana)
Year Completing High School and Entering College
PSAT Scores in Critical Reading, Math, Writing Skills
PSAT score by gender in each area
Projected college majors

The PROBE question “Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?” was answered “no.” Because the State legislature chose to fund the PSAT based on its applicability in Indiana, it did not allow competition in selecting a vendor. The agency did negotiate a very favorable contract price for participation.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

To the question regarding improved efficiencies or cost effectiveness the answer was “Small Extent.” Indiana negotiated one of the best contract prices in the country. Indiana’s contract allows all sophomores and juniors to take PSAT/NMSQT for a set price.

Agency:	Department of Education
Division:	Center for School Improvement
Program Name:	Reading Diagnostic
Program Fund Center:	I000/I01720

The Reading Diagnostic program for assessing strengths and weaknesses in reading in Kindergarten through Grade 2 was developed specifically to address Indiana Academic Standards. The following sections respond to the PROBE report.

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

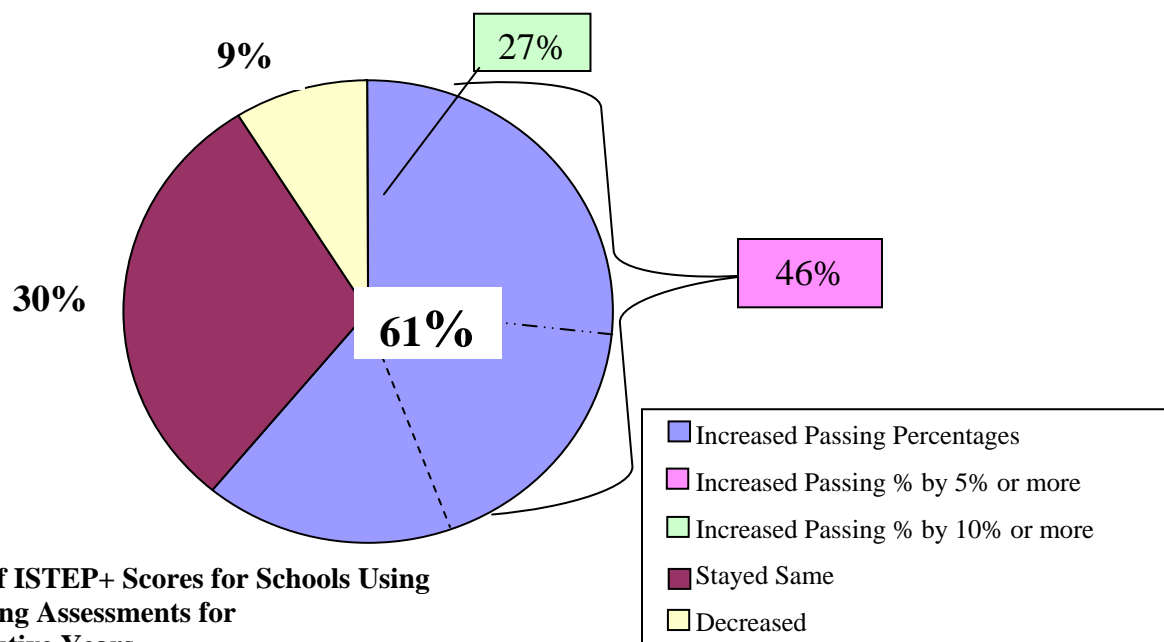
Response: The comment from the PROBE staff stated that DIBELS is a more commonly used reading diagnostic tool. The report went on to say that it is recognized by the US DOE to the point where Reading First grantees must use DIBELS. The response is correct that the DIBELS is being used throughout the country because Reading First staff in the USDE imposed it. DIBELS is a different and less comprehensive reading assessment than Indiana's Reading Diagnostic. It is interesting that since the PROBE inquiry, a report has been released by the Office of the Inspector General, **The Reading First Program's Grant Application Process, Final Inspections Report (September, 2006)**. www.ed.gov/about/offices/list/oig/aireports/i13f0017.pdf "The OIG has found numerous legal and ethical violations in how the department steered funds toward favored programs, particularly Direct Instruction, makers of the DIBELS test" according to **Fair Test Examiner**, October, 2006. This information was particularly disconcerting for Indiana because our state tried diligently to use the test that had already been developed within the state which would have resulted in larger numbers of users.

SECTION II — PROGRAM PLANNING

The PROBE report is correct when it says that no formal targets for the program had been set but that targets for student performance had been set.

The PROBE report indicated that "DOE should consider collecting ISTEP+ scores of student who did and did not use the IRDA to measure its impact." Data were provided at the interview that responds to that concern.

Indiana Reading Diagnostic Assessments
Increasing ISTEP+ Passing Percentages



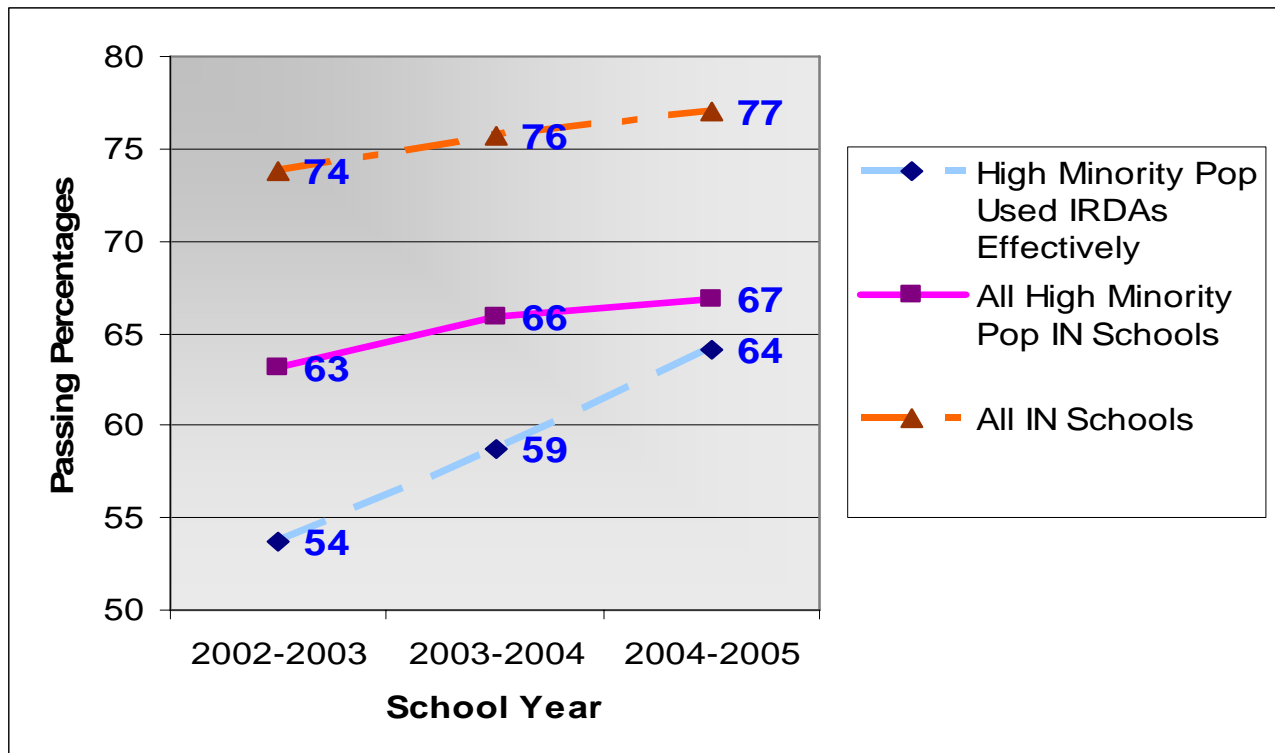
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Indiana Reading Diagnostic Assessments
Increasing ISTEP+ Passing Percentages

Important Information from the Above Data:

- Of the schools effectively using the Indiana Reading Diagnostic Assessments, the average increase in ISTEP+ passing percentages was 10.08%.
- Of the 125 schools using the Indiana Reading Diagnostic Assessments for three consecutive years, over 27% of the schools increased their passing percentages by 10% or more. While the average increase for the total 125 schools was 4.2%, the state average increase in passing percentages was only 3%.
- Current studies are being conducted to determine how schools with increased passing percentages used the IRDA information more effectively than those schools whose passing percentages remained the same or decreased.
- Based on Indiana Reading Diagnostic Assessment participants and Grade 3 ISTEP+ data from 2002-2003, 2003-2004, and 2004-2005.

Closing the Achievement Gap



Comparison of ISTEP+ Passing Percents between Schools Using Indiana Reading Diagnostic Assessments and All Indiana Schools: Disaggregated by Minority Populations
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Important Information from the Above Data:

- Schools with at least 25% minority population who effectively used the Indiana Reading Diagnostic Assessments for three consecutive years began with passing percentages lower than all Indiana schools with high populations of minority students. Yet, they raised their passing percentages significantly more after using the Indiana Reading Diagnostic Assessments for three consecutive years.
- Overall, schools with high populations of minority students who used the Indiana Reading Diagnostic Assessments effectively for three consecutive years, raised their passing percentages at a higher rate than all Indiana schools overall.
- These same schools also did a much better job of closing the achievement gap than Indiana schools with high populations of minority students overall.

SECTION III — PROGRAM MANAGEMENT

While there may have been insufficient evidence presented to show the accountability process that does not reflect what happens. The Project Manager and the Fiscal Officer in charge of contracts work with the Center for Innovative Assessment (CIA) on a monthly basis to ensure performance accountability.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

PROBE responses indicated that each area of this section was address only to a “Small Extent.” The evidence provided by the staff was substantial in three of the four questions. The question “Does the program demonstrate improved cost effectiveness in achieving program goals each year” was answered with evidence that a cost cutting effort, online testing, was being piloted at the time the program was examined.

Agency: Department of Education
Division: Center for School Improvement
Program Name: Coordinated School Health Programs and
AIDS/HIV/Prevention Education
Program Fund Center: 6000/122300 and 6000/163000

SECTION I — PROGRAM PURPOSE and DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: The HIV Coordinator and Coordinated School Health Programs (CSHP) Director were interviewed at the same time. In this instance and throughout the PROBE, OMB combined answers that address the separate programs. For instance, in this question the comments refer to HIV, but the evidence refers to CSHP. The Indiana Social Health Association provides services to schools in the satellite counties around Marion County but not the entire state, and only with reference to HIV/AIDS.

SECTION II — PROGRAM PLANNING

Question: *Does the Program have ambitious targets and timeframes for its long-term measures that reasonably compare with peer group activities?*

Response: Work plans including goals, objectives, and timelines were provided to the reviewers for both programs.

Question: *Have the program purpose, goals and measures been communicated throughout the organization and across program partners?*

Response: Program funding is dedicated to developing a working infrastructure between the DOE and the ISDH, our partners in many state wide health programs. Thirty-four organizations are partners in programs. Each have been apprised of the program purpose, goals and measures and have been invited to assist us with our programs. We have offered our assistance to promote their programs as resources for districts to use in promoting school health.

SECTION III — PROGRAM MANAGEMENT

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?*

Response: How local districts use resources is not a measure of how our program manages our costs, efficiency and performance results. We have a budget for each funded year that has been itemized to the CDC and we stay within that budget. We are evaluated each year by CDC on the delivery of information and resources provided to school districts. Local school advisory councils' responsibilities are mandated in statute. Our evaluation by the CDC is more formal than most state funded programs.

Question: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Response: The health education area is so small that for many resources there is only one source. When multiple sources are available, lowest prices/bids are used, and procurement is done through the state sourcing program.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Has the program demonstrated adequate progress in achieving its long term performance goals?*

Response: The HIV program has been in existence for over 15 years and the CSHP program is beginning its 5th year. Yearly reports to CDC have shown the attainment of more than 90% of the goals, and have included the reasons why the remaining goals were not completed.

Question: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Response: The two programs have been within the projected budgets, and cost efficiencies are always explored when purchases are made.

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc?*

Response: The reviewers' response only applies to the CSHP program and not HIV. There are many other programs outside the MICHIANA program (10 districts) and we serve districts across the state through workshops, conferences, and technical assistance.

Question: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Response: Evaluations, surveys and conversations with local districts are used to determine the districts' needs. Programs are provided based on local district feedback.

Agency: Department of Education
Division: School and Community Nutrition Programs
Program Name: School Lunch (NSLP)
Program Fund Center: 1000/109370, 3750/170400, 5250/170000, 5250/170100, 525/170300, 5250/1705, 5250/170700, and 6000/129400

SECTION I — PROGRAM PURPOSE AND DESIGN

We would appreciate assistance in determining how to demonstrate to OMB that the Program is not “duplicative of other state, federal, local or private efforts.”

SECTION II — PROGRAM PLANNING

We have a sincere desire to work with the OMB in identifying outcome based measures for the National School Lunch Program (NSLP) that comply with USDA guidelines, improve performance, and benefit customers. The Division will examine metrics used by the United States Department of Agriculture in its PART (Program Assessment and Review Tool) review – a process similar to Indiana’s Probe. Those that focus on goals specific to State authority will be considered for Indiana’s Probe analysis. It should be noted that the NSLP is only one of several USDA Child Nutrition Programs administered by the Division.

SECTION III — PROGRAM MANAGEMENT

Our CNPweb system drives the collection of timely and accurate information. Vast improvements have been made in the speed and accuracy of claims processing. With site based data collection, it is possible to process information through many more edit checks and business rules, thereby improving the quality of data. The ease of use and speed of processing accomplished by deploying a web-based system has greatly improved the timeliness of processing and paying reimbursement claims. In prior years, School and Summer Food Service Programs claims were processed twice a month on the 15th and again at the end of the month. This year, an extra run was added on the 7th of the month allowing claims submitted early to be immediately processed and paid. Sponsors appreciate the speed and accuracy of the state’s improved systems.

The Division’s schedule of reviewing local operations at both the corporation and individual school level meets the highly structured requirements of federal program authorities. Both the CRE (Coordinated Review Effort) and SMI (School Meals Initiative) are highly structured and separate federal monitoring programs, ensuring similar results in all 50 states. Indiana meets all requirements of those monitoring systems.

We would welcome any assistance that OMB could provide in determining correct and timely data collection, performance, and personnel accountability activities that improve the overall management of the National School Lunch Program.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Probe acknowledged the Division's work to hold commodity costs to schools constant for 16 years through its Food Distribution Program. No mention was made of the considerable improvements in claims accuracy or reimbursement processing speed described during the Probe review.

No other Federal, State, or local reimbursable school lunch programs operate in Indiana. While other food aid programs exist (e.g., Food Stamps, WIC, etc.), most others give aid to families. The Child Nutrition Programs are the primary federal programs for encouraging the consumption of nutritious meals in eligible Schools and Child Care Facilities and other institutional settings.

Providing excellent customer service is a high priority and staff is responsive to suggestions by local program administrators. Staff members attend meetings of several local sponsor organizations and meet regularly with association members to solicit feedback. Improved customer services can be seen in the critical measure of reimbursement processing speed and holding costs constant. We conduct formal surveys as well as collect evaluations after formal training sessions.

Agency: Department of Education
Division: Center for School Improvement
Program Name: School Traffic Safety
Program Fund Center: 3010/I70000

The division is in the development of metrics and / or evaluative tools to show that the school bus driver training functions of the division are effective.

SECTION 1 — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: No

School bus driver preservice and annual safety meeting training is required by statute and is not duplicative of other efforts. While the federal government regulates the manufacture of school buses and local districts assist drivers with obtaining their commercial drivers license (CDL), it is the division's school bus driver training curriculum that covers in-depth the unique training needs for school bus drivers which is not found in either of the former requirements. Examples of the unique training needs are student management, interpersonal skill communication, safe student loading / unloading practices, and transporting special needs children.

SECTION 2 — PROGRAM PLANNING

Question: *Have the program purpose, goals and measures been communicated throughout the organization and across program partners?*

Response: No

The division's purpose and goal is to provide two types of school bus driver training required in state statute: 32 hours of preservice training for new drivers and 2.5 hours of annual safety meeting training for veteran drivers. The measures consist of attendance records, documentation of 4 hours of observation on a school bus and 8 hours of school bus driving, and division issued certificates indicating the training is ongoing or has been completed.

SECTION 3 — PROGRAM MANAGEMENT

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?*

Response: No

The division has an operating budget, and the schedule and training materials for the state-wide trainings are managed within this budget. Trainings are scheduled regionally to manage travel expenses. The program performance is managed to ensure the results stipulated by statute. See Section 2.

SECTION 3 — PROGRAM MANAGEMENT

Question: *Does the program have procedures to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Response: No

The division has under development IT improvements to the school bus driver database allowing school corporations, non-public schools, and Head Start grantees real time access to obtain bus driver certification cards and electronic documentation of observation and driving hours. The certification card, required by statute, is the bus drivers' authority to transport passengers and must be in their possession.

Agency: Department of Education
Division: Division of Exceptional Learners
Program Name: Special Education (S-5)
Program Fund Center: 1000/107310

Operational Recommendations:

Encourage the Department of Education (DOE), the Family and Social Services Administration (FSSA), Department of Child Services (DCS), Department of Corrections (DOC), and the Deaf & Blind Schools to collaborate in order to develop a holistic approach to treating high needs Hoosiers who suffer from mental illness, developmental disabilities, or physical ailments. In many cases, the level of care exceeds federal requirements while in other cases those on waiting lists receive no care at all.

Response: DOE will continue to work to strengthen the coordination of resources with funding efforts with other state agencies. The DOE Consultants who work with local school personnel in the development of the Community Supported/Residential (S-5) applications will encourage collaboration and offer technical assistance on which agencies need to be contacted to assist with individual students who have an extraordinary educational need, especially those who are blind or who are deaf, or those who are visually impaired or hearing impaired. DOE administrative staff will work toward greater collaboration as they serve on workgroups, committees and advisory boards with other state agencies. This includes, but is not limited to: the Child Welfare Mental Health Early Identification and Intervention that includes most of the agencies mentioned above; the Social Emotional and Behavioral Health Plan for Children; and, the transition school to work activities which include not only most of the above mentioned agencies, but the Office of Vocational Rehabilitation, Adult Service providers, family advocates and universities.

Change Community Supported/Residential Special Education (S-5) funding to require local districts to pay some percentage of these services. Currently, parents, teachers, and representatives from school districts make all decisions regarding special education students, and thus there is little incentive to contain costs since the Department of Education (DOE) funds the program over and above what the local district would pay for a typical student.

Each Student's home school corporation is required to contribute financially in some way to the services funded by this account. Depending upon details of the situation, the school would contribute per the following examples:

Residential Services:

- Per capita (average daily membership); or
- Transfer tuition; and
- Transportation for student and specified parental visits.

Community Supported Services:

- Per capita (average daily membership);
- Transfer tuition; or
- Services other than those DOE is funding such as:
 - Their hourly paraprofessional rate (DOE pays remainder of the total rate)
 - First 1:1 assistant (DOE pays for any additional)
 - Very intensive classroom services (DOE pays beyond the funds generated)
 - Provision of teachers at the location where the student is getting services (DOE pays mental health costs)

Agency: Department of Education
Division: Center for Financial Management
Program Name: Summer School
Program Fund Center: 1000/109230

Summer School is a statutory provision that gives the State Board of Education authority to prescribe a program of summer school education for public schools. The statute also allows the board to adopt rules for the distribution formula for any money appropriated by the General Assembly. Those rules can be found in 511 IAC 12-2. Each year on or before January 15th, the state board announces the summer school classes that will be approved for reimbursement by the Department.

Based on estimates received by April 1st of the summer programs being offered by corporations, the Department estimates reimbursement for eligible summer school programs by May 15th.

The Appropriation for this distribution has not been funded at a level that allows for 100% reimbursement to schools for numerous years.

When there are statutory requirements for the Department to set goals and measures for school corporations as a prerequisite to obtain summer school funding, we will cooperate with the Office of Management and Budget to assure all means are in place to do so.

Transfer of Program Recommendation:

Transfer state appropriation for summer school to a fund for remediation. Give school districts the flexibility to provide for remediation however best meets their local needs.

Summer school is provided for programs other than remediation. Remediation is funded through a separate state appropriation. Historically, school corporations have not been reimbursed at 100% of summer school instructional costs. They have received no reimbursement for utility or other costs associated with summer school operations. These costs are paid from local resources. There is an incentive to limit summer school spending as school corporation administration personnel and school boards consider the total cost of operating summer school.

Agency:	Department of Education
Division:	Center for Financial Management
Program Name:	Textbook Reimbursement
Program Fund Center:	1000/121210

Textbook Reimbursement is a statutory provision for school corporations and accredited non public schools to be reimbursed by the state for the cost of textbooks and workbooks for students who meet the financial eligibility guidelines for free and reduced priced meals. Only those textbooks listed on the State Textbook Adoption List are eligible for reimbursement.

The steps that the Department follows in the textbook adoption process are controlled by statute and can be found in I.C. 20-20-5. Seven major subject classifications rotate on an adoption cycle mandated in statute. Once textbooks have been approved for adoption, the competitive bid process is used to obtain the best possible price from publishers to provide textbooks to schools. The selection of books from this approved adoption list is a local decision by school corporations, and the price that a school pays for their selections is the price the publisher provided when bids were awarded in the bidding process. Schools submit their adoption information to the department annually.

I.C. 20-33-5-7 (c) requires a claim for reimbursement to be submitted before November 1 of the school year in order for the school corporation to be eligible for any reimbursement. The submission is an electronic process which includes information required by the family and social services administration to determine if the child is a member of a qualifying family as defined by IC 12-14-28-11 in order to meet a federal fund match for TANF.

The Appropriation for this distribution has not been funded at a level that allows for 100% reimbursement to schools since the 1997-1998 school year. The 2006-2007 reimbursement covered only 58.77379961% of the requested amount submitted by eligible school corporations and accredited non public schools.

When there are statutory requirements for the Department to set goals and measures for school corporations as a prerequisite to obtain textbook reimbursement we will cooperate with the Office of Management and Budget to assure means are in place to do so.

Agency: Department of Education
Division: Center for Financial Management
Program Name: Tuition Support
Program Fund Center: 1000/109040

Tuition Support also known as State Support, is funding to school corporations for the operation of the local schools. The state constitution says, “Knowledge and learning...being essential to the preservation of a free government, it shall be the duty of the General Assembly to ...provide, by law, for a general and uniform system of Common Schools, wherein tuition shall be without charge, and equally open to all.”

The way schools are able to meet the “without charge” language stated in the constitution is by receiving a funding source directly from the State. That funding source is Tuition Support. The amount of this support is derived by following a set of instructions in Indiana Code normally referred to as the funding formula. These instructions specify the steps in the calculation, as well as data elements that are to be used in the calculation. Each school corporation has data specific to their corporation, collected through various data submission both within and outside of the Department of Education.

Every two years the elected members of the General Assembly revise the formula and pass it to the governor to sign into law. Seldom is the Department consulted for recommendations, comment or input on changes to the formula. The formula directly affects the dollars distributed to school corporations. This formula includes specific instructions for calculating the funding a corporation receives as well as instructions for a reduction if the appropriation set by the General Assembly is not sufficient to pay schools in full for the Calendar Year and/or Fiscal Year.

The dates payments are made to school corporations is set by the Governor’s Office in conjunction with the Budget Agency pursuant to P.L. 246-2005. This law requires that a school corporation receive twelve tuition support payments in a calendar year and each payment will be made within 45 days of the previous payment.

Results and Measures from the standpoint of the Department, are that all schools are paid correctly and on time. To date, we find no records to the contrary. There are no statutory provisions authorizing the Department to set goals or to measure the results of a school corporation based receiving tuition support.

The Department has no authority to approve or review corporation budgets. This authority is assigned to the Department of Local Government Finance as they oversee the taxing units of local government, which include schools, cities and town, libraries, etc.

The school corporation budget is the blueprint for the operation of the school for a year at a time, and it maps out what funds are anticipated to be received and how funds will be expended. The method of accounting that all units of local government are required to use is a Cash Basis Fund Accounting. Accounting and Uniform Compliance Guideline Manuals for each of these units are published and revised by the Indiana State Board of Accounts. Public school corporations and other units of local government are audited by that state agency to ensure all statutory requirements are met and public money is safeguarded. In a cash basis system, income is reported when received and expenditures are reported when paid. Under fund accounting revenue and expenditures are limited in scope by statute. Transfers or expenditures outside the scope must have statutory authority.

When there are statutory requirements for the Department to set goals and measures for school corporations as a prerequisite to obtain funding, we will cooperate with the Office of Management and Budget to assure all means are in place to do so.

The following recommendations were made concerning tuition support:

Statutory Recommendations:

Re-examine law which places various funding streams into different silos in an effort to provide school districts with incentives to reduce costs in non-academic instruction areas. For instance, savings on transportation cannot be used to support classroom teaching at this time. (Operating and capital funds should remain as separate levies.)

The funding streams and separate levies indicated refer to the general fund, debt service fund, capital projects fund, transportation fund, bus replacement fund, and special education pre-school fund. Each of these is a separate property tax supported fund and the use of the property taxes collected for each fund are enumerated in law. The General Assembly has been diligent in clearly delineating the purposes and amounts that school corporations can charge property tax payers for each of these funds.

Eliminate loophole that allows school corporations to avoid the traditional public input processes for capital projects funded by the Common School Fund. School corporations are permitted to levy a debt service rate and transfer funds to the general fund to cover the annual cost of borrowing from the Common School Fund which is initially paid from tuition support dollars. Capital projects and their property tax impact are usually subject to the remonstrance process and school property tax control board review.

The state recovers the amount of principal and interest charged on a common school fund loan to a school corporation by subtracting the monthly repayment from the monthly tuition support payment made to the common school loan fund recipient. Since the local school corporation general fund budget must include as revenue the full amount of tuition support due the school corporation, the legislature has permitted common school fund loan recipients to tax for the debt repayment (the common school loan withheld from tuition support) in the debt service fund. Withholding the repayment from tuition support returns a pro-rata amount of both principal and interest to the common school fund for further school loan purposes.

Reduce length of the de-ghosting period of students in the school funding formula. Currently, schools with decreasing enrollments are reimbursed for the phasing out of students over period of 5 years (i.e., 80%, 60%, 40%, 20%, 0%)

The ghosting element of the school funding formula represents an attempt by the General Assembly to recognize that the cost of adding students to student enrollment does not impact school revenues (tuition support and general fund revenues) as much as student enrollment decline impacts tuition support and general fund revenues. This is a matter solely within the discretion of the Indiana General Assembly.

Operational Recommendation:

Establish deadlines for school districts, as well as all other local taxing units, to transition to double-entry accounting systems. The State Board of Accounts must serve in a leadership role in this transition for local units of government.

When the State Board of Accounts (the state agency charged by statute as having this authority for all units of government) prescribes double-entry, accrual accounting for Indiana public school corporations, the Department of Education will coordinate with the Indiana Association of School Business Officials and the Indiana Association of Public School Superintendents to provide leadership and training for local school corporation personnel.

Agency: Department of Education
Division: Community Relations and Special Populations
Program Name: Title I— School Improvement
Program Fund Center: 6000/111600

Selected questions and findings from PROBE follow with IDOE responses.

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?* Other state, local, and federal funding sources exist, although no state or local dollars are focused on school improvement. Schools not classified as Title I-Disadvantaged (including those not making AYP) are not eligible to participate.

Score 0%

Response: Federal Title I law requires funds be distributed to schools by eligibility based on percentage of poverty. Schools that are not eligible are prohibited from receiving Title I services, regardless of AYP status.

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?* NCLB requires all 34 categories to meet standards or entire school is labeled as not making AYP. School could make progress in one category, but if a different area slips, entire school stays in improvement status along with increasingly extensive interventions. Score 0%

Response: The program design flaws noted by Probe are Congressionally-mandated under the federal No Child Left Behind Act of 2001. Indiana's accountability plan has been approved by the U.S. Department of Education and is in compliance with federal requirements.

Question: *Is input regularly sought, gathered, and reviewed to address any deficiencies in customer services or address any changes in programmatic circumstances?* Conduct evaluations at periodic Title I workshops. Score 8.25%

Response: In addition to conducting evaluations at workshops, the Title I Committee of Practitioners meets regularly to review and address customer service deficiencies and potential changes in programmatic circumstances. Staff routinely present at regional networking meetings hosted by program customers. The purpose of the meetings is to address questions and respond to issues specific to customer needs.

Agency: Department of Education
Division: Community Relations and Special Populations
Program Name: Even Start Family Literacy
Program Fund Center: 6000/111600

Response Summary: The Even Start program is 100% federally funded. Federal statute and guidance dictate program purpose and design, which is expensive and requires extensive collaboration and leveraging of other funding to achieve results for participants who are low-income and have low-educational achievement. The funding has been drastically reduced but requirements have not.

PROBE Finding (Program Purpose and Design): The PROBE awarded 40% for program design, and three questions related to design were rated zero.

Response: The program design is entirely federally mandated.

PROBE Finding (Program Planning): Two questions related to performance measures and targets were rated zero, citing that performance targets “center around demonstrating gains and not necessarily outcomes.”

Response: The program has 12 annual performance measures based upon federal legislative purpose. Included are outcome measures such as: children and adult academic achievement; parental involvement in home and school; and parent obtainment of employment, high school completion, and advanced education. The Division of Adult Education will seek to determine additional appropriate outcome measures.

Agency: Indiana Department of Education
Division: Community Relations and Special Populations
Program Name: Title I, Part C—Migrant Education
Program Fund Center: 6000/170900 and 3780/152600

SUMMARY

The federally funded Title I, Part C—Migrant Education Program is designed to provide supplemental instructional and support services to migrant farm worker children ages 3-21.

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*
Due to the nature of the clientele, DOE staff (including intermittent workers) must proactively go out and find eligible recipients (via employers, etc.). During summer, DOE staff will interview prospective families in their residencies from after sunset until midnight.
Score: 0%

Response: It is a federal requirement that family interviews be conducted to determine program eligibility. It is not due to the nature of the clientele. The Certificate of Eligibility (COE) is completed during the interview before migrant students can receive services as defined by statute.

Question: *Have specific long-term, results-based performance measures that are linked to the program purpose been established?*
Score: 0%

Response: In the future, stronger evidence will be presented to demonstrate established short and long-term goals, strategies designed to accomplish those goals, and measures for tracking progress. We will work with OMB to identify appropriate measures in areas where these are lacking. There are no goals in place related to academic performance. The number of students receiving services is key to this program.

Question: *Have the program purpose, goals and measures been communicated throughout the organization and across program partners?*
Score: 0%

Response: The program purpose, goals and measures are communicated through annual meetings, site visits, and technical assistance opportunities.

This is communicated to school districts with emphasis on those that receive funding. This program coordinates with other agencies that provide services to the migrant population, this includes: Transition Resources Corporation, Indiana Health Center, Inc., Department of Workforce Development, Texas Migrant Council and Family and Social Services Administration.

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*
Score: 0%

Response: The Indiana Migrant Education Program communicates regularly with grantees to provide guidance on key program implementation issues and results expected. This is part of the application review process. Also, this is done during site visits and as a follow-up to site visits.

Question: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, and/or incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Score: 0%

Response: Several procedures, including competitive sourcing/cost comparisons, are used to measure the program's cost effectiveness and achieve efficiencies in adopting newly developed record systems and procedures. The Migrant Student Information Exchange (MSIX) is scheduled to be available to state programs in late 2007.

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*

Score: 0%

Response: In the future program goals will be articulated more clearly along with progress in achieving those goals. This program serves a highly mobile population that may be in a state for a brief time. Measurement of student progress is limited by the short length of service. Consequently, program goals often focus on the number of students receiving services rather than achievement levels.

Question: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Score: 0%

Response: The Migrant Student Information Exchange (MSIX) that is in the pilot phase is expected to further efficiencies in data collection and transfer. The early stages of MSIX are expected to be available in late 2007. The MSIX is a federal program designed to connect the independent state migrant data systems in order for key data to be exchanged for students moving from state to state.

Agency: Indiana Department of Education
Division: Community Relations and Special Populations
Program Name: Title I—Neglected and Delinquent
Program Fund Center: 6000/171400 and 6000/171600

Selected questions and findings from PROBE follow with IDOE responses.

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?* Program funds approximately 135 students at ISSCH; 3000 students at 35 local school districts, and 1000 students at DOC. All of these entities receive funding from other sources.
Score 0%

Response: The program purpose and design is designated at the Federal level. Eligible institutions are entitled to Part D funds to provide Title I services. Funds must be distributed through a formula based on the caseload data of eligible children residing in State agencies and local institutions. Signed assurances are in place as part of the Part D grant regarding coordination of Federal, State, and local programs.

The Federal PART assessment gave this program a perfect score and indicated the following: The Title I, Part D program is the only source of funding specifically for the education of youth who are neglected or delinquent that leverages its funding to raise participants' academic achievement in core subjects (reading and mathematics). With the exception of funding from the Individuals with Disabilities Education Act, no other program provides funding or services for education to youth who are neglected or delinquent for the period while the youth are in institutions. No other program holds States and LEAs accountable for the education of N/D students, which research shows makes a crucial difference in recidivism rates. Source: <http://www.whitehouse.gov/omb/expectmore/detail/10003312.2005.html>

Question: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address deficiencies indicated by the questions above?* Awaiting effort from U.S. DOE to develop targets.
Score 0%

Response: Each State Agency or LEA that conducts a program for children and youth who are neglected, delinquent, or at-risk under Subparts 1 and 2 must evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, not less than once every 3 years to determine the program's effect on the ability of participants to maintain and improve educational achievement; accrue school credits that meet State requirements for grade promotion and secondary school graduation; make the transition to a regular program or other education program operated by an LEA; complete secondary school (or secondary school equivalency requirements); and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth and, as appropriate, participate in postsecondary education and job training. In conducting each evaluation, an SA or LEA shall use multiple and appropriate measures of student progress.

IDOE is in compliance with federal reporting and evaluation requirements. 2004-2005 school year represents baseline data.

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?* There have been some incidents of academic growth, but not enough for schools to make AYP. DOE and ISSCH will track students years after they leave the program.

Response: In many cases, State definitions of AYP may not provide an appropriate indication of progress for programs that serve children and youth in institutions for children who are neglected or delinquent. Because of high turnover and limited length of stay of children and youth in many of these institutions, SAs and LEAs may not be able to use the same measures as are applied to children who attend school in a more traditional setting. Frequently, most students in these institutions who receive instruction for different lengths of stay are not available during the time period in which the assessments are given, and it is therefore very difficult to measure progress over time. In addition, many of the students do not reside in an institution for a full academic year, and the AYP provisions of Title I of ESEA are based on assessment results for students who are in the schools of an LEA for at least one full academic year.

Source: <http://www.ed.gov/policy/elsec/guid/nord.doc>

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc.?* Peer program not readily available for comparison.
Score 0%

Response: The Federal PART assessment indicates that no comparable programs serve this population. This question is not applicable.

<http://www.whitehouse.gov/omb/expectmore/detail/10003312.2005.html>

Agency: Indiana Department of Education
Division: Center for School Department
Program Name: Title II (Part A) – Teacher Quality
Program Fund Center: 6000/171200, 3780/152700, and 3780/152800

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: This program is similar to some other programs; however, it has its own purposes directed as improving teacher and principal quality in schools to improve student learning.

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency*

Response: The Highly Objective Uniform State Standard of Evaluation issues, identified as design flaws, were clarified by a policy letter from the US Department of Education on September 5, 2006.

Question: *Is the program effectively designed and targeted, so that resources will reach intended beneficiaries and/or address the program’s purposes?*

Response: The PROBE report answers “no.” The program meets the test on directing resources to intended beneficiaries. Local Education Agencies receive allotments according to a formula that is part of the legislation. All LEAs expend the funds for the purposes included in the statute as verified by the application process and monitoring. Class size reduction is a legitimate purpose and until such time as there is a major reauthorization it will be available to local districts as a part of this program.

SECTION III — PROGRAM MANAGEMENT

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?*

Response: The PROBE response speaks to “how well funds are leveraged at the local level” which is not a requirement of the program. Effective with the 2007 Title II, Part A application, a requirement to use some funds for assisting teachers who do not meet the Highly Qualified definition before other purposes.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc?*

Response: PROBE assigned a zero to this question though it addressed only one aspect of the program—highly qualified teachers. Data are available in various education publications to show how

Indiana compares with other states in the numbers of highly qualified teachers in public school. We are, of course, interested in improving our own numbers.

ADDITIONAL INFORMATION

The US Department of Education monitored Indiana's administration of Title II, Part A in early 2006. The Department was commended for its administration of the program that is directed to local education agencies. It, further, approved all provisions of the Highly Qualified Teacher Plan.

Agency:	Department of Education
Division:	Center for School Improvement
Program Name:	Mathematics and Science Partnership Program
Program Fund Center:	6000/182500

INTRODUCTION

The Mathematics and Science Partnership Program is a federally funded competitive grant program providing funds for professional development of Mathematics and Science teachers through partnerships with Higher Education departments of Mathematics, Science, or Engineering. Due to the nature of this particular grant, many of the PROBE questions either did not apply to the state level administration or were difficult to answer due to the fact that the U.S. Department of Education (USDOE) handles overall management. Indiana chose to run three year grants, the maximum length allowed by this federal program. The first round of funded programs will be completing their work this year (2007). Much of the data not evident is due to the fact that none of the grants have completed their work. More data will be available this fall.

SECTION I — PROGRAM PURPOSE AND DESIGN

The USDOE, along with the Indiana Department of Education (IDOE), agree that continuing education for our teachers are crucial in staying up to date on best practices and content understanding. This particular grant is exclusively focused on the areas of Mathematics and Science content knowledge. This is not duplicated through other funding. Because both areas of Mathematics and Science are now tested on our ISTEP+, it is vital that our teachers are teaching at the highest level to be accountable for their students. The federally mandated law, as well as the state designed focus, provides schools in most need the opportunity for rich content professional development that most schools could not otherwise afford on their own.

Additionally, the Request for Proposals (RFP) states that after an outside review panel has ranked them, that IDOE will take into consideration the ratio of cost per teacher and geographic location, so as to be sure the funds were spread throughout the state and that they were used in the most fiscally responsible way.

SECTION II — PROGRAM PLANNING

According to No Child Left Behind (NCLB) and the particular regulations for this Title grant, the USDOE collects all annual and final reports. They currently have a contract with an outside evaluator to analyze the data provided by all the State Education Agencies (SEAs). USDOE is now working on a reporting tool that would be completed online. As of this year, though, all grantees are to provide an electronic copy to their state coordinator, who then forwards them to the USDOE representative. The data being collected, along with data and materials from site visits, emailed updates, etc. are kept at the IDOE.

The state coordinator and other IDOE employees provide communication regularly with the grant partners. This contact could include, but is not limited to, Mathematics and Science content, fiscal reporting, additional opportunities to enrich their program, networking opportunities, changes to federal requirements or reporting, training for new grantees, and evaluation design. The state

coordinator also visits summer institutes to observe the professional development being offered and to determine that programs are fulfilling the terms outlined in their grant. Monitoring visits are completed when any concern arises.

SECTION III — PROGRAM MANAGEMENT

Again, this particular Title grant is overseen from the USDOE. The SEA provides much of the leg work in determining the focus of the grant, providing the grant reviewers to help in determining who will receive the funds, and being the local contact for support and answers to questions. We are going into our fourth year of funding, and have made improvements each year. Currently, greater fiscal accountability is being expected through additional reports that the grantees are being asked to complete annually. This was raised by the PROBE and has already been put into place.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

As stated in the introduction, IDOE chose to run three year grants, the maximum length allowed by this federal program. We are eagerly anticipating the end of the first round of grants to determine their accomplishments. Preliminary results show gains, but until the final years are completed for each round, it would be presumptuous to make claims of success or failure. The innovative nature of this Title grant allows Local Education Agencies to design programs that work for their particular teachers and Higher Education partners. Due to this flexibility, no two grants are alike. During the review process, the grant reviewers look for cost cutting potential, but it is difficult to determine a specific “cost per teacher.”

For our part, the IDOE asks for feed back from all players, including the applicants, grant recipients, grant reviewers, and other IDOE employees who are familiar with either Mathematics and/or Science content or federally funded competitive grants. Through these evaluations, some anonymous and others not, we have found consistent evidence of improvement from all parties. It is our goal to continue this growth as we move into our fourth year of the Mathematics and Science Partnership Program.

Agency: Department of Education
Division: Center for School Improvement
Program Name: Title II Part D—Enhancing Education through Technology
Program Fund Center: 6000/138900 and 3780/152100

In May 2006 the Indiana Title II, Part D program underwent a 2-day monitoring audit by US Department of Education. Indiana was commended on the management of this program and the accountability measures that are in place, and the audit yielded no findings. However, the state PROBE reviewer found the program to be ineffective.

The PROBE stated, *“It is unclear whether the purchase of PC’s alone fulfills the program purpose of integrating technology with education.”*

No grants are awarded for the purchase of PC’s alone. As per federal law, in order to receive funds schools must demonstrate a program of high-quality, sustained professional development for teachers, principals, administrators, and/or school library media personnel serving the school to ensure and further the effective use of technology to increase student achievement. Schools are required to expend 25% of the grant funds on professional development to increase the ability of teachers to integrate technology into the curriculum.

PROBE did not find the DOE has implemented cost cutting measures as *‘the majority of dollars are pass-through to LEA’s.’* Federal law requires the Department of Education to distribute at least 95% of funds to LEA’s.

PROBE stated that cost effectiveness is lacking as we *“Have not reduced the number of contractors even after federal budget cuts.”* Following the reduction in appropriations by Congress, beginning in fiscal year 2005, the IDOE reduced contracted services for the program by 33%.

PROBE states, *“there are no ongoing efforts to reduce the cost of the program.”* Through the use of partnerships of vendors, school corporations and IDOE, hardware costs have been constrained. Currently, the price paid for a standard desktop computer is \$450 (full 64 bit functionality and 17” LCD) available from two dozen hardware vendors in the state, including the vendor being used in OneIndiana. The OneIndiana project hailed in the PROBE report cites a standard desktop computer for \$690. Our program provides more than a 35% savings as compared to OneIndiana, for a comparable computer.

This program has focused on stretching dollars, and the inACCESS program is a perfect example. By encouraging schools to procure low-cost hardware and coupling it with open-source software, the program has experienced cost savings of 60 percent over traditional systems (school technology directors reported they had been spending approximately \$850 per computer system). Furthermore, giving teachers access to hardware in the classroom has accelerated professional development outcomes for teachers as well as achievement for students. Although it is too early to claim definitive outcomes, early indicators are that these high-quality, low-cost systems boost achievement.

The same cost saving principles that were incorporated in the guidelines for the Technology Plan Grant Program have been adopted for the administration of this federal program. The state program is extended to those school corporations that are eligible for participation in the federal program which accelerates the achievement of high school classes that are equipped for online testing.

PROBE found the program “*Difficult to compare to other states, as specific activities vary greatly across the country.*” Program results were rated zero (0). Indiana was cited as state highlighting best practices in the National Trends report <http://setda.org/web/guest/nationaltrendsreport> and compared favorably to other states.

Agency: Indiana Department of Education
Division: Language Minority and Migrant Programs
Program Name: Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students
Program Fund Center: 6000/100900

SUMMARY

The federally funded Title III, Language Instruction for LEP and Immigrant Students, program is designed to provide a language education instruction program to help ensure that students attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State Academic Standards that all children are expected to meet.

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local, or private efforts?* The state provides a small amount of funds through its Non-English Speaking program. Number of limited English proficient (LEP) students is one of five components of the complexity index in the school funding formula.

Score: 0%

Response: The Title III program is not duplicative of other state, federal, local, or private efforts. Title III is the preeminent program and primary resource for providing language instruction to LEP students. This program differs in purpose, focus, scope, and accountability level from the state Non-English speaking program.

SECTION II — PROGRAM PLANNING

Question: *Does the program have ambitious targets and timeframes for its long term measures that reasonably compare with peer group activities?* Individual schools track individual progress, but targets can vary from district to district.

Score: 0%

Response: The Title III program has ambitious targets and timeframes for long term measures. The Title III Annual Measurable Achievement Objectives (AMAOs) measure student progress in: making progress in learning English, attaining English proficiency, and Adequate Yearly Progress (AYP) on Indiana Statewide Testing of Educational Progress Plus (ISTEP+).

SECTION III — PROGRAM MANAGEMENT

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency, and performance results?* Monitoring is primarily focused on inputs, i.e., districts following proper procedure. No indication that districts are held to account for results. DOE has power to withhold funds, but only in extreme cases.

Score: 0%

Response: The Title III program local sub-grantees submit an Annual Performance Report and Fiscal End Report to account for cost, schedule, efficiency, and results.

SECTION III — PROGRAM MANAGEMENT

Question: *Does the program have procedures (e.g., competitive sourcing/cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*
SEA is allowed to spend up to 5% of funds for state administration.
Score: 0%

Response: The SEA reviews the grant applications of local sub-grantees to ensure cost effectiveness. Also, the SEA abides by all State procurement guidelines to achieve efficiencies and cost effectiveness for the 5% for state administration.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Has the program demonstrated adequate progress in achieving its long-term performance goals?*
Statewide impact of program not yet demonstrated. Have succeeded in making accommodations to ISTEP+ (e.g., allow use of Spanish-English dictionaries)
Score: 0%

Response: Indiana has implemented all of the Title III requirements including implementation of English Language Proficiency (ELP) Standards, implementation of the LAS Links English proficiency assessment, and implementation of testing accommodations on the ISTEP+. These requirements are the basis of the long-term performance goals. The Division will work with OMB to develop better metrics for demonstrating the attainment of our performance goals and the statewide impact of this program.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

Question: *Is input regularly sought, gathered, and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?* Annual performance report includes needs assessment section. Evaluations at workshops and on-site visits provide opportunities for feedback. There is an ESL Task Force. Also, communicates via ListServ.
Score: 8.25%

Response: Daily communication via phone and email is on-going among the Indiana Department of Education staff and between IDOE and local school corporations. The IDOE prides itself on having an exceptional rapport and strong customer service with local school corporations. The ESL Task Force is an integral component of this communication as are the email listserv, Annual Title III Performance Report, and evaluation form feedback. School corporations feel very comfortable addressing Title III programmatic circumstances with IDOE staff and working as partners with us to address any programmatic or policy issues that arise.

Agency: Indiana Department of Education
Division: Center for School Improvement
Program Name: Title IV (Part A) - Safe & Drug-Free Schools
Program Fund Center: 6000/172200 and 3780/132700

SECTION I — PROGRAM PURPOSE AND DESIGN

Question: *Is the program designed so that it is not redundant or duplicative of other state, federal, local or private efforts?*

Response: The Governor's portion of the Safe and Drug-Free Schools and Communities (SDFSC) program operated by ICJI is required to be complementary, not duplicative, of the portion of the program funded through the local school systems. Efforts by the MADD organization and SADD chapters, if funded through sources other than SDFSC, are supplementary as the funding provided by SDFSC to school corporations is not at a level to support all of the needs related to drug and violence prevention programs for schools.

Question: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*

Response: The SDFSC program has a wide range of authorized activities that can be a barrier to a focused effort. The Department continues to provide training and technical assistance to school corporations to build their capacity to assess local needs and focus funding on the highest priorities with the most effective strategies available. A legislative fix at the federal level that reduces the number of authorized activities would be useful in creating a greater depth to the program.

Question: *Is the program effectively designed and targeted, so that resources will reach intended beneficiaries and/or address the program's purpose?*

Response: The SDFSC program is designed to provide funding to all school systems nationwide that choose to participate. Each recipient must adhere to the Principles of Effectiveness that require a needs assessment using local objective data to be conducted; performance measures developed; drug and/or violence prevention programs and activities be funded that are science-based and address the identified need; and that an evaluation be conducted to assess program effectiveness. As mandated, the program is designed to ensure that the resources reach those most in need within the local school system.

SECTION III — PROGRAM MANAGEMENT

Question: *Does the agency regularly collect timely and credible performance information, including information from key partners, and use it to manage the program and improve performance?*

Response: The Department requires recipients to report on an annual basis the results of program implementation based on the performance measures submitted as part of the application process. Recipient Local Education Agencies (LEA's) are required to use that data "to refine, improve, and strengthen the program, and to refine the performance measures." The Title IV, Part A statute requires that improvement of program performance occurs at the local level and does not provide the state with the authority to oversee local program improvement. The Department will provide oversight within the authority provided and will provide training and technical assistance to build the capacity of LEA's to manage the program effectively and improve performance.

Question: *Are managers, key personnel and program partners held accountable for cost, schedule, efficiency and performance results?*

Response: The program is managed as authorized by federal statute. Recipients are held accountable for funding programs and activities that meet the mandated program purpose.

Question: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Response: The program is managed as authorized by federal statute. Recipients may have in place processes to achieve efficiencies and cost effectiveness at the LEA level. Efficiency and cost effectiveness are necessary at the local level due to the minimal level of funding that is distributed through the statutory formula.

SECTION IV — PROGRAM RESULTS AND ACCOUNTABILITY

The SDFS program meets the federally mandated requirements for accountability and results. Opportunities to improve accountability and data collection explored by the DOE, taking into account the scope of authority and resources available.

Agency:	Department of Education
Division:	Center for School Improvement
Program Name:	21st CCLC Community Learning Centers Program
Program Fund Center:	6000/177200

INTRODUCTION

The 21st Century Community Learning Centers Program is an after school initiative, Title IV Part B of No Child Left Behind Act of 2001. It is a formula grant. The State provides a grant competition through which both public and private organizations are eligible to compete for funding to start up or expand community learning centers. It targets 21CCLC grants to applicants that will serve students from poor and low-performing schools. The program to date has two cohorts of grantees and just recently closed the third competition for grants. The winners of the competition will be announced the first week of April.

Some of the PROBE questions were difficult to answer because the term of the grant of the first cohort of grantees is just about to expire; therefore full assessment of the program is not yet available.

The following information addresses the questions/comments/evidence that had a score of “0.”

SECTION I —PROGRAM PURPOSE AND DESIGN

Question 3: *Is the program designed so that it is not redundant or duplicative of other state, federal, local, or private efforts?*

Response: There is also some overlap with the Supplemental Educational Services provisions of Title I Section 1116(e); however, that section has a much broader scope.

To date, few of our 21stCCLC programs (or programs nationwide) have successfully integrated funding from Supplemental Educational Services and 21CCLC. While aimed at the same population of low-income children, each source was established to respond to particular needs. A fundamental difference is that SES dollars are attached to a particular eligible child, whereas 21CCLC funds are attached to the program itself. Also, these programs are different in structure, administration, and regulatory requirements. 21CCLC dollars are generally intended to be a short-term source of funding for the startup or expansion of after school programs. States award grants for a period of three to five years. Consequently, 21stCCLC programs must seek other resources, and SES funds, along with other funds such as Child Care and Development Fund (CCDF), etc., offer a potentially sustainable source to replace a portion of 21CCLC.

Here’s an example of how one of our programs worked to structure their program to receive SES funds, for sustainability, after 21stCCLC funds cease. The Program Director describes steps he took to achieve his goal: “.....We were informed last spring about the State application for becoming a SES provider. We began the process, filled out the application, received approval to provide tutoring services, and went to the trainings. Since we (Safe Harbor) are under the umbrella of the School District we have had to file for a separate status (legal) for the Tutoring program. The Safe Harbor Nurturing Minds tutoring program has its own non-profit status and separate Board officers, accountant and bank account with a separate EIN number. The reason for this is that the District cannot transfer Title I money for SES services to programs under their umbrella therefore the separation of the

tutoring services from the rest of the Safe Harbor services that are provided. I'm sure that this does not affect providers that have their own legal entity IE: Boys and Girls clubs, YMCA etc. but for those who work under the District's umbrella will need to set up this kind of process. This is not a simple process and we're still working out some of the final details.....”

Question 4: *Is the program free of design flaws or other obstacles that would limit its effectiveness or efficiency?*

Response: Schools are required to partner with a community organization. In many instances, these relationships have withered over time.

Partnering with a community organization, although not specifically required, is strongly suggested in the legislation. Schools, public and private organizations are eligible to compete for funding. The legislation also states that priority funding be given to organizations that have established partnership with an LEA that receives Title I Part A funds and a community-based organization, or other public/private organizations. Since 21stCCLC funds are a short-term source of funding intended for start-up or expansion of a program, collaboration with community-based organizations is vital for sustainability. The State uses a portion of the 21stCCLC administrative funds to provide technical assistance to 21stCCLC programs with a focus on sustainability and to encourage conversation and networking between programs, via a forum provided by our training providers, Mid-continent Research for Education and Learning (MCREL) See <http://www.sedl.org/afterschool/about/McREL.html> for information on MCREL and its role in after school programming.

SECTION II — PROGRAM PLANNING

Questions 2: *Does the program have ambitious targets and timeframes for its long term measures that reasonably compare with peer group activities?*

and

Question 4: *Has the agency or department responsible for this program taken meaningful steps or developed a plan to address any deficiencies indicated by the questions above?*

Each 21stCCLC grantee provides Long Term Performance and Short Term Performance Measures, required for Math and Reading and Student Behavior for every school participating in the program. Long Term Measures for Math and Reading are based on the school's ISTEP+ passing rate. In 21stCCLC's last grant competition, the Long Term Performance Measure states: “By Spring 2010 _____% of the students attending the school will meet or exceed state performance standards as measured by the Indiana Statewide Testing for Educational Progress (ISTEP+). “ A Baseline data for the targeted school is given.

For example, if the school participating in the 21stCCLC after school program has an ISTEP+ passing rate of 60% in school year 06-07 (the baseline data for the performance measures) in Mathematics, it could project that in 2010, due in part to targeting those students in need of assistance in meeting State and local academic achievement standards in 21stCCLC after school program activities, the passing rate for the school of at least 80% will be achieved. One of the main purposes of the 21stCCLC program is to”assist students in meeting State and local academic achievement standards in core academic subjects such as reading and mathematics...”

The Short Term Measure specifies what students will specifically achieve annually that demonstrates progress toward long-term performance measure. We ask them to use this format in stating their

goals: _____% of students will _____ by Spring of 2008. Each program will be reviewed annually to check for progress towards meeting the Long Term Performance Measure. For example, the statement could read: For grant year 2007 2008, 65% of 3rd grade after school program participants from XXXXX Elementary School will increase their Scholastic Reading Inventory (SRI) scores by 100 points by Spring of 2008.

An evaluation component has been added to our data collection system where grantees can enter long and short term goals, grades, test scores from various assessment methods, to facilitate annual tracking of student performance and generate annual reports.

SECTION III — PROGRAM MANAGEMENT

Question 3: *Does the program have procedures (e.g. competitive sourcing/cost comparisons, IT improvements, incentives) to measure and achieve efficiencies and cost effectiveness in program execution and service delivery?*

Response: The contract with data collection provider was awarded via a bidding process by the Indiana Department of Education. Three organizations submitted bids and provider was chosen based on costs and user-friendliness of the system. The contract for the program evaluator was processed via RFP conducted by the Indiana Department of Administration.

Question 4: *Does the program collaborate and coordinate effectively with related programs?*

Response: Program administrator and Consultant participate in ongoing discussions, and teleconferences sponsored by the Council of Chief State School Officers and US Department of Education on how to integrate federal programs, particularly SES, in 21stCCLC. They also conduct frequent consultation with Title I to secure information vital to the State grant competition.

Last issued Application for Grant indicated that 21stCCLC programs meals and/or snacks are coordinated with Indiana Child Nutrition Programs.

Reminders are sent at the end of the school year reminding programs to apply for the Department of Agriculture Food and Nutrition programs.

We have included Department consultants in training workshops as guest facilitators in the areas of Mathematics, Language Arts, Physical Education, Supplemental Education Services, Food Program, etc.

SECTION IV

Question 2: *Does the program demonstrate improved efficiencies or cost effectiveness in achieving program goals each year?*

Response: Challenge is for centers to sustain themselves independent of federal funds.

21stCCLC provides support and technical assistance to grantees focused on sustainability and we are currently working and providing funds in partnership with a network of after school organizations to apply for a grant to the Mott Foundation to secure funds to increase statewide capacity to improve the quality and quantity of extended learning opportunities within the state.

Question 3: *Does the performance of this program compare favorably to other programs with similar purposes, including government, private, etc.?*

Response: We have been able to put in place a data collection system that tracks attendance, grades, test scores, demographic data, program activities, etc., and are adding an evaluation component that will also track each program's goals and objectives. California and Texas are best-in-class in after school programs, because both these States receive not just the federal 21stCCLC funds but after school funds from their State as well.

Question 4: *Is input regularly sought, gathered and reviewed to address any deficiencies in customer service or address any changes in programmatic circumstances?*

Response: Added science as a subject area based on input from IYI

Input from grantees is sought during technical assistance workshops via evaluation reports submitted at the end of the workshop.

Input from grantees is sought during monitoring and site visits.

Input from IYI on weakness of the program due to the Science subject not being offered in many of the centers has been addressed by providing technical assistance to program providers on the use of the new scientifically-based researched Science tool-kit from SEDL (Southwest Educational Development Laboratory) funded by the US Department of Education. The toolkit was created specifically for after school programs.

Agency: Department of Education
Division: Center for School Improvement
Program Name: Title V —Innovative Programs
Program Fund Center: 3780/152900 and 6000/170800

SECTION I – PROGRAM PURPOSE AND DESIGN

The Title V Innovative Program grant is entirely federally-mandated under the No Child Left Behind Act of 2001. Thus, the program design flaws noted by PROBE are a direct result of the legislation as written by the U.S. Congress.

SECTION II – PROGRAM PLANNING

Specific long-term, results-based performance measures are not a requirement of the Title V legislation. However, the goal of the Title V Innovative Program grant is to increase student academic achievement. To reach this goal, local school corporations are required to prepare an annual evaluation of the Title V program. The Title V legislation requires local school corporations to use the evaluation to make decisions about appropriate changes in programs for the subsequent year.

SECTION III – PROGRAM MANAGEMENT

The Indiana Department of Education (IDOE) collects all information relative to Title V as required by the U. S. Department of Education. The U. S. Department of Education monitored the IDOE in May 2006 and there were no findings regarding the IDOE's management of this program.

At the State level, cost efficiencies are always explored when purchases are made.

SECTION IV – PROGRAM RESULTS AND ACCOUNTABILITY

The Title V legislation includes 27 different program categories in which funds can be spent, and each local school corporation must determine its own needs and priorities when making program decisions. This does make it a challenging program to evaluate and for which to develop long-term goals. The Title V National Steering Committee works closely with the U. S. Department of Education to continually develop new ways to illustrate the successes and popularity of this program. The Indiana Department of Education is represented on this national committee; IDOE's Title V coordinator is a member of the Executive Committee. Thus, Indiana is very involved in the process to provide better information regarding this program to Congress and other interested parties.

Daily communication via phone and email exists between the Indiana Department of Education staff and local school corporations. Providing excellent customer service is a priority and staff is responsive to suggestions by local program administrators. As a result of recommendations made by school corporation personnel, for example, the Indiana Department of Education now contacts school treasurers to remind them in advance of an approaching fiscal deadline. In addition, IDOE is currently working on an email notification system for the monthly cash disbursements to local school corporations.

Other issues included in the report

Concerning the issue shown on Page 8 of the report pertaining to the Indiana Public Broadcasting Subsidy, the Department of Education (DOE) does not administer this appropriation or program. Although this appropriation has been placed into the Department of Education's budget by the Indiana General Assembly, the appropriation is strictly a pass through of dollars to Indiana's Public Broadcasting stations.